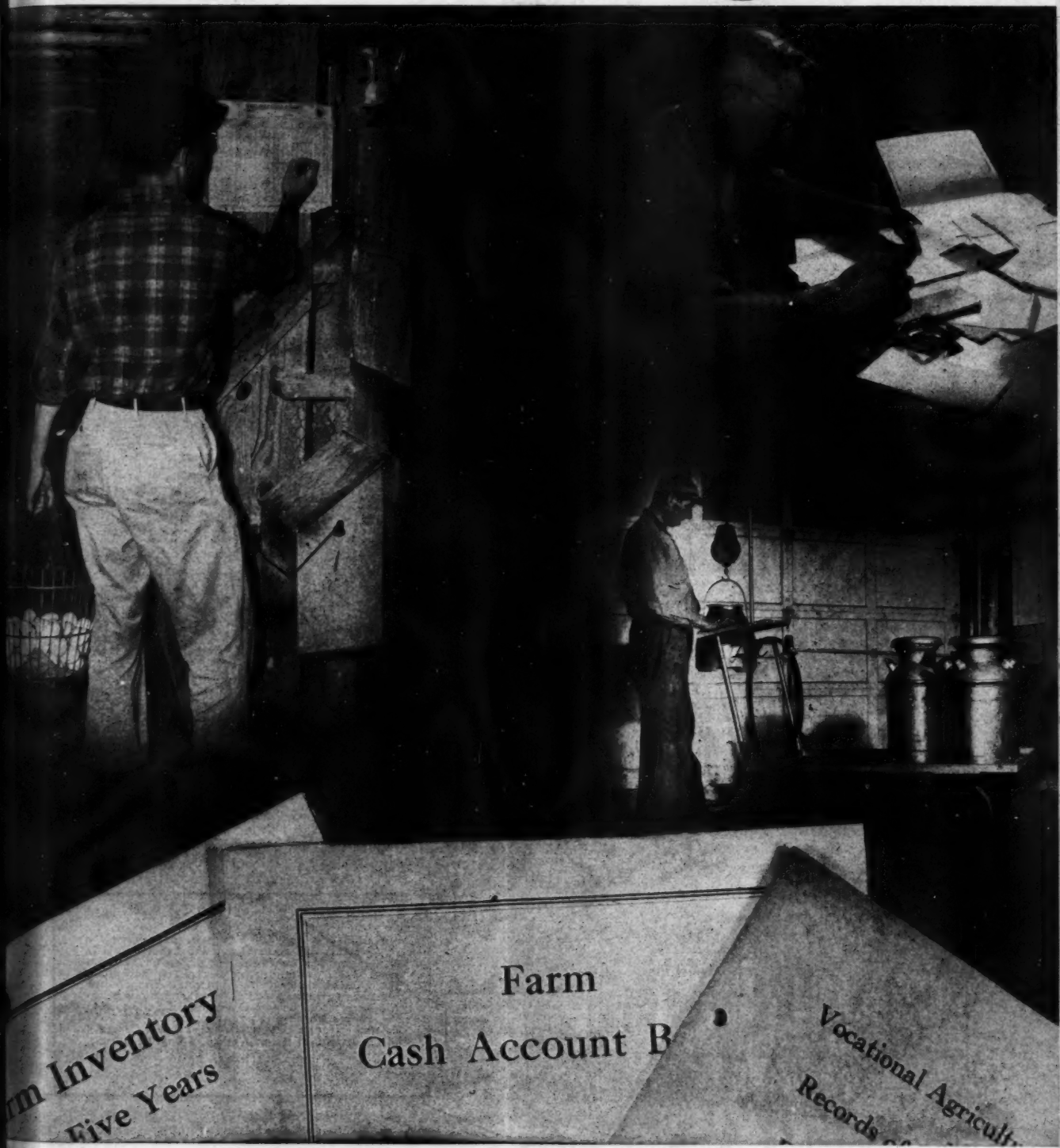


THE AGRICULTURAL EDUCATION MAGAZINE

VOLUME 22

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NUMBER 3



Farm Inventory
Five Years

Farm
Cash Account Book

Vocational Agriculture
Records

The many resources of education in agriculture are valuable only if their use enables individual farmers to solve their problems more effectively. (Photo provided by W. R. Kunsela, Cornell Univ.)

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publisher, Danville, Illinois.

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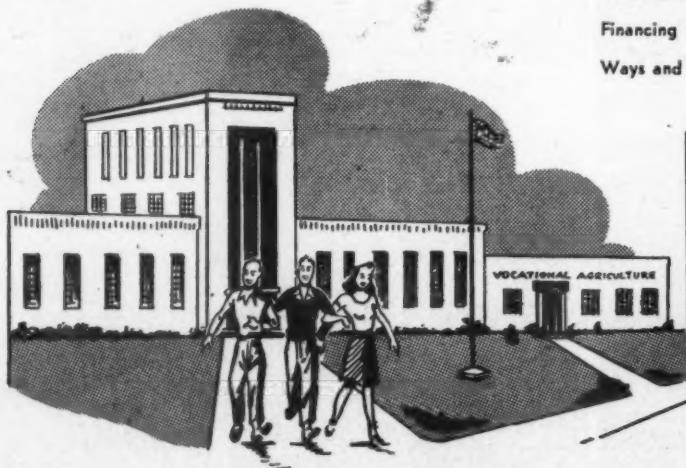
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Editorial Comment

F.F.A. Scholarship activities



C. E. Bundy

ONE OF THE aims of the Future Farmers of America is to encourage improvement in scholarship. Some school administrators feel that this objective is not being reached. Others are convinced that the F.F.A. is a dominant force in improving the scholastic standing of chapter members. The extent to which the aim is reached is dependent largely upon the emphasis placed upon scholarship activities by the local chapter in formulating and carrying out the annual program of work.

Scholarship is one of eight divisions around which the local chapter program is organized. Only eighty points, however have been allocated to scholarship activities in the national chapter score card which involves a total of one thousand points. Scholarship is given only about one-half as much weight in the national score card as is given to supervised practice, leadership, and community service. Due to this fact, it is possible that chapters may neglect this important phase of the chapter program.

There is a possibility that an F.F.A. chapter may actually lower the scholastic standing of the chapter members. For many students the F.F.A. and activities of vocational agriculture are the dominating influences in their high school experience. Unless care is taken these students may devote this time to these activities, and neglect the other courses and activities in the curriculum.

Vocational agriculture and F.F.A. activities are interesting to the boys. They tie in with their experiences and farm backgrounds. They usually deal with living things and involve participation. Our chapter advisers and our teachers of vocational agriculture aid in making the activities still more interesting. In doing so, care must be taken that the other important phases of the curriculum are not neglected. It is not unusual for the librarian or the English teacher to remark that the F.F.A. members are spending much of their time on agricultural activities and neglecting their other work. The chapter members may do excellent work in their organization but very low quality work elsewhere. It is the responsibility of the chapter adviser and officers to sponsor a program of activities which will prevent the occurrence of this situation.

The F.F.A. can promote good scholarship through the use of several devices. Certain activities are effective in improving the scholarship of the more capable students. Other methods are more effective with students having average or below average ability. The grade received by the average F.F.A. member for his work in agriculture is usually higher than his grades in other subjects. This is due to his strong interest in these activities, his previous experience in the field, and the voluntary added effort extended to it. The objective of the F.F.A. concerning improvement in scholarship then centers itself largely around improvement in scholarship in the non-vocational subjects.

A good beginning in scholarship improvement is the stressing of scholarship in selecting nominees for chapter officers, candidates for advanced degrees, representatives in F.F.A. contests, delegates to chapter conventions, and participants in chapter activities. Chapter members will be stimulated to raise their standards when they learn that emphasis is being placed on scholarship by the local chapter officers.

A carefully selected program-of-work committee with responsibility to plan and supervise a program of activities concerning scholarship improvement is a must if this aim is to be reached. The members of this committee should have high scholarship and leadership ability. This committee should be an important chapter committee. (Continued on Page 68)

Teachers our best resources

DIRECTING group activity is again a major problem. Not until another summer will we have time for intensive work with individuals if our assignments include the high school group. The reality of personal problems of farming in their natural setting must be replaced by learning situations of a different type. To make their group learning activities vital a variety of resources is essential. For the most part we are well aware of the resources available for effective learning in agriculture yet many become unaware of the more important ones such as a system of free public education, special financial support for education in agriculture, and trained teachers of vocational agriculture.

Teachers of agriculture are with certainty one of the most valuable resources. As guides of learners theirs is the responsibility to lead in selecting, organizing, and utilizing all other resources involved in the situation. They have a strategic position in shaping social attitudes and skills of members of their groups. Much trust is vested in them. Teachers could and do function without benefit of classrooms, books, films, and other resources but without teachers the other resources have little if any value.

Teachers also represent a money investment. It has been estimated that it costs society over \$20,000 to train a teacher. If this be true we have made a substantial financial contribution to the development of this resource. It would be exceeded, if at all, only by our investment in plant and equipment for vocational agriculture.

Growth Through Participation

Since teachers have this relative importance it is imperative that we continually re-examine provisions which are designed to insure their effective functioning. Providing other aids and resources may help in reducing teacher load, and permit attention to be given to other problems. Making opportunity and time available to teachers for the cooperative preparation of teaching aids as indicated in a number of articles in this issue is an example worth noting.

Giving teachers a large opportunity to share in all aspects of the program in the community and the state can be worthwhile. It utilizes the talents and experiences of teachers—no one would deny the soundness of the principle but we have much room to grow in practice. Furthermore the opportunity for increasing participation on the part of teachers results in their continuing personal growth and development—an increase in the worth of the resource.

The probability of returns from our resources is greatest in the case of teachers. This is the only resource which increases in value with the passing of time. No effort should be spared to insure the most effective contribution possible being made by teachers of vocational agriculture. They are our number one resource for helping individuals to develop, with maximum efficiency, the skills and understanding needed to insure success in farming as a vocation and a way of life.

Cover picture



W. R. Kunsela

OUR cover page was provided through the courtesy of W. R. Kunsela, Department of Rural Education, Cornell University. It illustrates the origin and nature of problems which farmers and future farmers face. In addition, some of the resources on which teachers must capitalize are shown. The resources of the farms are among the most valuable ones for aiding individuals to develop skill and understanding essential to success in a complex vocation.

Reactions of a student teacher

WILLIAM A. HOUSEHOLDER, Student, Colorado A. & M. College



W. A. Householder

SIX weeks of student teaching is merely enough time for a trainee to look through the doorway into the many problems of vocational education. For two years I was subjected to the principles and theories of vocational agriculture.

I was taught the methods of teaching which have been the aggregation of sound thinking and the experiences of the other teachers in the field. I studied the concrete evidences of vocational agriculture's philosophy, application, and reason for coming more and more to the attention of the farm people. Then I was placed into the real situation. I was to be a teacher of vocational agriculture for six weeks.

My First Day

During my first day I met vocational education in agriculture face to face—first my critic teacher, then the vocational agriculture plant and the things that help to make it function, such as tools, equipment, books, bulletins, tables, chairs, desk, cabinets, and bulletin board,—each and every one in its proper place. Then I saw evidences that the plant was in operation,—such as unfinished shop projects, the smell of fresh paint, progress charts on the wall, and even heel marks on the floor under the tables.

Then, finally, I met the heart of the plant—the boys. They were real, live boys and no two alike,—boys who had varied interests, inherent capacities, age, stature, strength, abilities and backgrounds, but all of whom were supposedly working toward a common goal—that of proficiency in farming.

By the end of the day I began to realize the importance of an instructor's job in the classroom. He must give each boy individual attention, motivate and inspire interest and instigate creative thinking. He must be well prepared and have his work well organized, show a high degree of enthusiasm and interest, and know his community and subject matter well. I began to see the philosophy and principles of vocational agriculture working in a methodical and efficient manner.

My Teaching Experiences

My presence in front of a class in agriculture for the first time seemed awkward and embarrassing. I felt the tension of the boys. I wondered if they would accept me as a teacher and the information I was about to present. I wondered if they would suffer vocationally in order that I might gain experience. I also wondered whether I could talk on their level, and if I could properly handle the discipline problems which might arise.

The few minutes waiting for the last bell to ring seemed to be an eternity. Fortunately, I knew my lesson concerning soil conservation practices well and all feeling of stage fright soon disappeared. I proceeded enthusiastically with my motivation. I gave facts concerning the toll of crop lands taken by erosion. I showed charts and graphs and gave a few important reasons for sound conservation practices. We developed problems for study and discussion co-operatively. Then after allowing time for study we discussed the job, laid out a plan of action and summarized our conclusions.

After teaching three or four lessons, I decided to do some self analysis of my teaching and to appraise my difficulties. I came to these conclusions. Knowledge of the subject matter should not cause an inexperienced teacher difficulty, providing he spends ample time in pre-study and if he holds the discussion to the lesson. This I had tried to do.

The motivation is one of the most important phases of the lesson. A skilled teacher who has the art of playing on the natural impulses of every boy has thereby gained the interest of his class. My greatest difficulty was in motivation. I overdid it. On one occasion I presented the entire lesson while motivating the class. It was difficult for me to decide what to include in my motivation and what to save for discussion. I overcame this, somewhat, by writing my motivation in a general outline form and then sticking to it without adding spontaneous remarks. I finally came to use this rule: Give and

creative thinking. They establish for themselves a pattern of thinking. I feel my goal as a teacher is to teach boys to think, reason and apply; the rest is secondary. The foregoing discussion applies to classroom study, farm mechanics work, supervised farming and to Future Farmers of America work.

An Introduction To Adult Education

My fear of adult education revolved around the question, "Would a group of progressive and established farmers accept information from a young college student?"

The course outline of our adult farmer evening school was based on current farm problems. I soon learned that the farmers came to the class with the express purpose of learning new and modern techniques of farming.

I believe adult education becomes a success when the instructor presents problems pertinent to the community and gives the farmer the facts by which he can solve his own specific problems. I found this group of farmers eager to learn and very cooperative. After I came to know them and their problems personally, their response was even greater; however, not before I reached this point did they ask for my own opinions. The conference procedure of lesson presentation is, I believe, the only way to teach an adult class.

The six adult classes in which I participated certainly proved to me the need and value of adult education, as well as being a very pleasant and enjoyable experience.

My Supervising Teacher

Mr. Beede, my supervising teacher, has been the teacher of vocational agriculture at Las Animas, Colorado, for the past five years. It was through him I learned how a teacher of vocational

Professional

S. S. SUTHERLAND

B. C. LAWSON

raise questions about the lesson in the most interesting manner possible without revealing any of the how's and why's.

I also discovered I needed much practice in developing the study guides or problems for discussion. I had difficulty in getting the students to think out the job logically. I attempted to teach every lesson on the basis of logic; that is, that the solution to any job is based mainly on approved practices and there is a reason why the practice is approved. Also, there is a basic starting point or factor in the problem solution and this basic factor results in other factors which in the end will yield the desired solution. I like to picture this approach as an inverted pyramid.

I believe that expertly motivating the students and developing problems for study and discussion are the most vital parts of classroom teaching. This being true, students are interested and want to study, and students are led toward

agriculture can be a real community leader. He has left his mark in many ways. Mainly, he has developed the production of purebred hogs to the point that Las Animas is becoming a leading swine production center.

I owe much of my success as a student teacher to Mr. Beede because he accepted me as a potential associate in the teaching field and, by so doing, he placed me on his professional level. The respect and confidence he commands from the local people was, in part, transferred and reflected to me as student teacher. It was, indeed, a heart-warming situation. Furthermore, student teaching afforded me an excellent opportunity to touch the heart of many problems that will face me as a beginning teacher next year. In my practice teaching experience, I did find out one all-important thing—that teaching vocational agriculture is interesting and challenging, and that I liked my initial professional experience.

A critic teacher's views on preparation and induction of new teachers*

HOWARD CHRISTENSEN, Teacher, Bunkerville, Nevada



Howard Christensen

IN my study of teacher training in vocational agriculture I have come more and more to realize the innumerable problems that confront a teacher trainer and the wide scope of types of farming that exist in any one state.

But, I believe, too, that there are methods and procedures that result in good teaching regardless of the size of the departments and farming types, and that a well trained, intelligent college graduate should be able to adapt himself to any conditions.

My superintendent, Mr. S. P. Fish, says that "the main function of a teacher of agriculture is to be able to analyze resources of a community and probable directions of development with a constant attempt to introduce new methods and new types of production."

If a trainee could carry with him the message of George Washington Carver, eminent Negro scientist, "Start with what you have where you are," he is well on his way to a successful teaching career.

I believe that the average beginning teacher does not know well enough the farming types, production standards, and farming practices of the state or area in which he is located. I believe that more training in college can be given on this point.

The most general criticism of college training is that it is not definite enough. I believe that most young teachers come out of college with a head full of vague information and no definite place to put it.

How to Help the New Teacher

The first year is the critical year. I believe with most old-time teachers if they analyze their experiences as beginners, they would be like the young boy who said, "How is it you know everything, Grandpa?" "Experience, my boy, experience." "But how do you get so much experience?" "By having so much poor judgment, my boy, by having so much poor judgment."

Much poor teaching, poor judgment, and mistakes of the beginner are made because there is not time enough to do otherwise. I believe we can help a beginner teacher to get on his feet by:

1. State supervisor insisting on lighter teaching loads. From what I know of the California cadet system, it seems to me to be a good plan.
2. More supervision and help from the state department and teacher trainers. I know from my own experience and from talking to beginning teachers, that if the teacher trainers had had time to visit and help beginning teachers,

many, many wasted hours during his first and second years would have been saved.

I believe there is no better procedure for a young teacher than to go to the better farmers and ask them what procedures they follow to get good crops, and ask different leaders in the community for help. I believe if a young teacher will take the attitude, he can make many valuable friends and be a greater asset to the community.

3. Develop teaching outlines and set up course schedules. I definitely believe in the past we have left teachers on their own to develop their programs.

College training departments have got to do more in working out definite aids and helps for teachers.

I believe that there is no part of teaching for either a beginning or experienced teacher as important as student control. I think it is better to talk about classroom management and motivation rather than discipline. The problem of getting along with high school students, young farmers, adults, and school officials requires diplomacy, tact, and salesmanship of the highest order as well as organization and planning.

Need To Understand Individual As A Person

A teacher must be a boy at heart to get along with boys. My superintendent says that the colleges by now should have enough information to be able to teach their trainees what to expect the boys of certain age groups to do. Student control hinges largely on a teacher's ability to analyze the likes and dislikes of students and the causes for their behavior. I believe that training in Future Farmer activities and other youth organizations help the prospective teacher more than anything else. More emphasis in college should be put on such items as use of the roll book, class organization, punctuality, and attention to other details.

The ability to generate enthusiasm within the students is most important. During the war years, I was drafted by the principal to take over the coaching duties. My college preparation for these duties consisted of one class in tap dancing, one in handball, and one in horseshoe pitching. I was successful as a coach in terms of victories, for we won the State Basketball Championship and the State Football Championship, and placed high in track. During my three years of coaching, I learned the following:

1. Teaching agriculture and coaching athletics don't mix. A teacher cannot do justice to both jobs.
2. That keeping the right mental attitude of the students and being able to instill a desire for accomplishment is the most important factor. It is easy to get students in the right physical condition, but to inculcate in them a desire to win and a belief in their

ability often is the difference between a victory or a loss.

When I was in college, we spent a great deal of time talking on student motivation. At the time, it wasn't clear to me exactly what was meant. Since then I have learned that to be able to motivate a student to do his best and actually get on his own farm and correct a bad situation, took a great deal of thought and careful planning.

Training In Use Of Facilities

Time is the most important factor in teaching vocational agriculture. There is an ever pressing amount of reports, publicity, and correspondence weighing on the teacher at all times.

To save time for the teacher, one must have the proper room and equipment with an abundance of storage space. I think that the prospective teacher should be familiar with an ideal classroom and shop, and then he can work toward the ideal in his own department. The first place that training can be achieved is at the college. Colleges could improve their classrooms and facilities to set a good example. The student could also study plans of good classrooms in his training.

We have just scratched the surface of visual education. The college should provide the equipment facilities for every prospective teacher to become proficient in the use of film projectors, strip films, and cameras, so that he can actually use them without any waste of effort when he gets on the job.

We have made a great deal of progress in the vocational agriculture program and I sincerely believe we are doing a better job of teacher training as well as improving the instruction in our schools. The teacher of the future should be one that has come up through the ranks of the Future Farmer Organization.

In summary, I would like to list the most important points we need to stress in our teacher-training program.

1. Develop ability to analyze resources of the community and to estimate directions of development.
2. Make available time for the teacher trainers to follow up and to assist the trainee and teachers in the field.
3. Instill in the trainee right attitudes for the job.
4. Develop good course outlines and job outlines and have them in the students' hands when they leave the college.
5. Stress, and help the trainee to have, student control.
6. Help the trainee to develop the ability to generate enthusiasm in his students.
7. Give the trainee the skills so that he can adequately handle his reports, correspondence, and publicity.
8. Teach trainee to recognize and to be able to develop a good classroom and shop.
9. Give complete and thorough training in audio-visual education.
10. Most important of all, teach the trainee as far as possible to be able to put on a good demonstration of any farm skill job.

*Talk presented at the 1949 Pacific Regional Conference.

Suggestions for the new teacher

CARL G. HOWARD, Teacher Education, New Mexico



Carl Howard

AS a teacher of vocational agriculture the people of the community in which you teach will look to you for leadership in agriculture and many phases of community living. First contacts are important because the impressions we leave with a person the first time we meet him are apt to be the ones by which he always judges us. It is important that you contact a variety of people immediately upon your arrival in your new location.

It is suggested that you contact the following:

1. *The superintendent of schools in the municipality or district in which you teach.* You should know his or her name and be prepared to discuss with him problems in the field of vocational agriculture. Remember that he is an experienced educator and probably knows more about the needs of the community than you do. He will expect loyalty, dependability, and industry from you. He should be your best friend and you should discuss with him all major problems which you encounter.

2. *The principal of your school.* This person is usually the administrative head of the high school in which you are to work. You should discuss with him the details of the work you are to do, such as the making of class schedules, extra-curricular duties and the like. In some of the schools the superintendent is his own principal. In others the principal is superintendent in all but name. And in others the principal sometimes becomes a rubber stamp. You should try to discover which of these situations applies.

3. *The former teacher of vocational agriculture.* He will be able to give you much valuable information about the operation of the program in vocational agriculture in the school in the past.

4. *Key farmers in the community.* The school superintendent or principal or former teacher of agriculture or local banker know the names of these men and their activities or hobbies. Visit them, and find out what they are doing in agriculture and how they feel about your program. Don't try to impress them with your knowledge or your importance. Try to learn from them the important problems in farming and ranching in the community and how they are meeting these problems. Try to enlist their support in an active manner in your forthcoming efforts to make quicker and easier the establishment in farming or ranching of the in-school and out-of-school young farmers in your community.

5. *Local governmental agents.* You will likely discover several of these. Try

to meet the county extension agents on a common footing of community agricultural service. Don't worry about F.F.A. and 4-H club relationships now. Assume they are amicable. Try to assist in working out county programs of work within your community. Farm marketing officials, S.C.S., forestry, reclamation, and grazing officials, and farm credit men are all among the local governmental service representatives who may be found in your community. They are all interested in improving the agriculture in your community. Find out their programs and try to work with them in so far as your instructional duties will permit.

6. *Parents of students.* You can't know much about how to get along with John until you know his father, mother, brother, and sister if any. Find

yearly and day by day plans on them. Have them criticize your program. Ask them to find fault with what you have planned, alter it if you find evidence of improvements in their suggestions and then enlist their aid in accomplishing your objectives. This advisory council may be composed of yourself, your school superintendent or principal, a local business man, and three or more key farmers, whom you contacted earlier. Talk to them about your problems, get their suggestions, but be sure you have a problem and have already planned some way of handling it, and have them advise rather than direct. This committee can do you immeasurable good, if properly selected and used. They can do lots of damage if improperly selected or used. If you are afraid of the idea, skip it till you have talked it over with your supervisor. He can tell you whether he thinks you should go ahead with it or forget it.

Avoid too much community service. Other agencies employ men to do

Methods and Materials

W. A. SMITH

out who is dominant, who recessive, what the family likes to do, how neat they are, how provident, how intelligent, whom they like and dislike and why, among other things. Much of your success with any boy depends on your insight into what makes him what he is. A very complete picture of his home relationships makes most problems easy to solve. Don't overlook the mother's usual interest in her boys. Often she can do more to help you develop good farming and ranching programs than all your salesmanship, teaching, promoting, and other approaches combined. She is a good person to know well and have on your side.

Select and use an advisory council to help you develop long time objectives for the department and try out your

nothing but provide such service. You are in the business of education. Stay there. If you can honestly find an educational value to your in-school students, out-of-school students and/or adult farmer or rancher discussion groups in everything you do you can't possibly go wrong. Your function in all controversial issues is to present *all* of the facts as you can discover them in an entirely *impartial* manner. Let individuals make their own decisions. Your function is to teach people *what* they are signing, not to get them to sign anything.

Don't be satisfied with things as they are. Look for places where improvement seems feasible. Include these items in your long-time planning. Visitors should

(Continued on Page 60)



Future teachers work in college classroom, equipped in accordance with standard department's room, under direction of Professor Howard, New Mexico. Agriculture Education majors 1948-49.



Battle Ground Future Farmers digging certified strawberry plants on their school farm. They secure many learning experiences in helping to operate and manage the farm.

School farm becomes much used resource

BERT L. BROWN, Supervisor, Olympia, Washington

THE Battle Ground School's observation farm was established the summer of 1941. Previous to this time the school had purchased additional land for building purposes and had leased the farm land to private parties. In the spring of 1940 a 4-acre tract was leased to the Future Farmer chapter. A crop of oats was raised and harvested by the boys in the chapter.

During the school year of 1940-41 plans were made to turn the 51-acre farm over to the chapter. This planning group included men from the State College of Agriculture, State Board for Vocational Education, the U. S. D. A. agronomist, the local school board, local school officials, the two local instructors, and F.F.A. chapter officers.

Production

Part of the land was designated as cash crop land on which a rental charge would be made. No rent was to be charged on the observational portion. Through W.P.A. funds a roadway, drainage ditch, and irrigation system were built. The cost of the complete spray irrigation system was met by a donation from a private donor. A part of the annual cost of running the observational end of the program is met by a private donation.

As stated above the farm serves two main purposes, observation of new

crops and production of cash crops. The profits are used to finance all phases of the program. Many of the crops grown have not proved profitable on our soil type. Since this is a general soil type for the area results here on this farm can be compared to results that could be expected on a large majority of the farms in the school district. Various trials which have been carried on in the past eight years in the observational program are; a two-acre grass nursery, strawberry and

raspberry variety trials; vegetable variety trials; fertilizer trials on vegetables, berries and grasses; grasses and legumes for seed and pasture; vegetable seed production; farm wood lot management and cascara production. About half of the crops or varieties tried have proved to be definitely unsatisfactory for our local farming conditions.

From the production observed on the strawberry trials the three-acre planting of Marshall variety strawberries was established. The decision to raise Washington raspberries and Alta Fescue was arrived at in the same manner. Commercial production of raspberries is now being maintained on two-acres. Eighteen acres of Alta Fescue planted in rows is harvested for seed. This seed is used by farmers in this county to improve pastures and increase hog production. At the present time nearly all of the cash income of the farm is derived from these three crops.

Records

Without very complete records such a program as is outlined loses a great deal of its teaching value. As all work done outside of actual class time is paid for at the going wage for farm help a daily labor record is kept. A farm record book is used in which the time spent on each job is recorded. This is simplified by giving each field a number which is used to designate that piece of land from year to year. A single entry ledger is used to keep track of all receipts and expenses. All bills are paid by check, to simplify book-keeping. Items are transferred from this ledger to the regular treasurer's book for state and national chapter contests. From the above three records a very accurate cost of production can be figured. The cost of production records are placed in permanent files which are used in teaching crops and farm management.

Other information available from these records is production per acre, labor income per hour, and hours of labor per acre with different types of crops.

A farm map is drawn each year to show the crops raised in each field, fertilizers used, application of lime,

(Continued on Page 62)

1948 CASH CROP REPORT

Field No.	Acres	Crop	Labor Hours	Labor Cost	Cash Expenses	Total Expenses	Income	Profit	Loss	Labor Income
3	6.	Alta	151.	115.21	317.77	432.98	632.50	199.52	.....	314.73
4	6.1	Alta	124.	94.61	317.41	412.02	696.10	284.08	.....	378.69
5	1.	Alta	7.	4.71	3.68	8.39	40.00	31.61	.....	36.32
6	1.1	Raspberries	413.75	315.60	269.86	585.55	288.12	.....	297.43	18.26
7	4.	Pasture, Beef	129.75	99.00	713.12	812.12	865.08	52.96	.....	151.96
8	2.24 1.12	Strawberries Fallow	453.	345.64	537.53	883.17	883.90	.73	.....	346.37
12	5.	Alta	248.75	199.80	314.54	504.34	1296.00	791.66	.....	981.46
15	.63	Strawberry Plants	107.	81.64	62.64	144.28	value of plants	.....	144.28	-62.64
TOTAL			1534.25	1246.30	2536.55	3782.85	4701.70	1360.86	431.71	2165.15
CUSTOMWORK			64.25	49.02	33.00	82.02	303.00	220.98	.....	270.00



Farmers of the community can play a vital role in agricultural education. (Council at Fisher, Illinois)

Using an advisory council*

H. F. ENGELKING, Assistant Supervisor, Illinois

I WOULD like to raise three problems with you. Two of these I will attempt to answer. The third one I do not know the answer to and I hope you will be able to answer it for me.

The first question is "How can we train a council to function effectively and really help us?" In the past, many councils have been organized and the teacher has sat back waiting for the council to solve his problems without training or teaching them in their jobs as advisory council members. This is the reason many councils have failed. The original selection of the council is of course important. Getting the suggestions for possible council members from 30 to 50 people in the community such as board members, bankers, farmers, ministers, business men, and others, who in their opinion would make good council members and then having the board appoint 9 to 12 of these as council members is probably as good a method as any to insure effective membership on your council. Without adequate training in their job as council members, even the best men in the community would not function effectively. On the other hand, in a community of 500 farmers, in all probability, 300 or more would make good members providing they were given adequate training. Naturally the members selected for the council should be representative. They should come from such groups as (1) a representative from each area of the community, (2) a representative from each age group, (3) a representative from each type of farm operator such as tenant, owner, hired hand, and others, (4) both Farm Bureau and non-Farm Bureau members, and (5) representatives from other major groups in the community. Now to answer the question "How to train a council to function effectively?"

*Talk given at Illinois Teachers Conference, June, 1949.

Asking A Member To Serve On The Council

If a new teacher, approach him in this manner; "I'm new in your community and there are a lot of problems I don't know the answer to. I wonder if you would help me work out the answers to these problems." Or if you have been in the community a number of years, you might approach him in this manner. "The supervised farming programs of the boys are not as strong as they should be; would you help me do something to improve this?" If you get the "would you help me" approach, you will have started the first step in the training of your council.

An important point in the training of a council is to train the officers of the council to perform their jobs. Ways to do this are listed as follows:

1. Before each council meeting go over problems to be discussed with the chairman and make sure he brings up the problems and leads the discussion. (At the start you may even have to word the problems for him).
2. Explain to the secretary how and what kind of notes to keep.
3. Take your officers and members to visit the meetings of another good council. (Even if you have to drive over 100 miles, it is better to visit a good council than a poor or fair one.)
4. Visit the members of your council frequently on their home farms.
5. Don't be afraid to praise the officers frequently. (To the chairman, "You had a good meeting tonight," or to the secretary, "That's a good set of notes you have kept.")

Another step in the training of the council is entitled—"The psychological step or giving the members a sense of belonging or worth." This step is a very

important phase in the training of a council. Ways in which the members of a council may be given a sense of belonging or worth are as follows:

1. Have members appointed by the Board of Education. (Have the president or secretary of the board notify each member of the council of this by letter.)
2. Place an enlarged picture of the council in the agricultural room.
3. Use sub-committees and have chairman appoint various members to do such jobs as (1) a survey of wages paid farm laborers in the community, (2) a survey of the number of modern farm homes in the community, (3) set up a constitution for the council and many other activities.
4. Have a picnic in the summer for council members and their families.
5. Give limited publicity to your council in newspapers.
6. Send Christmas cards to council members at Christmas time.
7. Invite members of your council and their families to your house for cards, or dinner, (You hope they will return the invitation.)
8. Freely praise the help the council gives you to any and all people in the community. (Be careful not to single out any one member for praise, rather give them all equal praise.)

Some Problems To Work On

The second problem which I would like to raise is, "What are some good problems I can give my council to work on?" Following is a list of problems that teachers who have been using councils have reported to me as being problems that have resulted in a great deal of interest and produced good results:

1. What is the field of the advisory council and what activities are outside its functions?

2. Would it be practical to organize a swine herd improvement association? If so, how should it be done?
3. Should adequate farm shop facilities be added to the school at this time? If so, what should be the size, and equipment, of the farm shop?
4. How can the supervised farming programs of the high school boys be improved? What constitutes a good supervised farming program?
5. How can we make our community a better place in which to live?
6. What should I teach the boys in the farm shop about a tractor? Combine? etc.
7. How can we get the farmers to follow soil conservation practices on their home farms?
8. What should be the main objectives of our adult evening school? What will be subjects most helpful during the series of meetings that will enable us to reach these objectives?
9. Shall we visit other councils in action or shall we have them come to our meeting?
10. What can we do to help the F.F.A. boys have a more active chapter?
11. How many days should a boy miss school to work on the farm during the busy season?
12. What kind of a program in agricultural education should we set up to effectively screen town boys?
13. What can we do to get a veterinarian for our community?
14. What did you like about the evening school course last year? What didn't you like about it?
15. What suggestions do you have so that I may become a better teacher of vocational agriculture?

These are just a few of the problems that have been used. You probably have some of your own.

At the beginning of this article I mentioned that I was going to raise three problems with you. I have raised two of these and have attempted to partially answer them. The third problem I do not know the answer to. Will you help me answer it? The problem is this—*"Why don't you organize an advisory council to help you with your job as a teacher of vocational agriculture?"*

Contests improve instruction

W. R. BRYANT, Teacher, Canton, South Dakota



W. R. Bryant

CONTESTS have a definite place in the teaching program of vocational agriculture. When properly handled, judging contests can be to teaching what a rocket is to a plane taking off,—and added incentive to go forward and to get there faster. I

have used contests for several years and I believe that my plan is the right one to use.

I do not teach "Judging Contests." I try to teach vocational agriculture and let the judging be an outgrowth of the classroom and field teaching. Contests are used only as an incentive or a factor in motivation.

Let me use an example here of livestock. It is good teaching, and natural that, in the study of various kinds and breeds of livestock the boy is taught to select types and individual animals that will make him the most money.

One point to make clear is that all boys receive the same training up to contest time. What is good for one is good for all concerned. Therefore all of my teaching is done with the entire class and with one thought in mind, namely, these boys are being trained for farming. At contest time or just before, some practice classes are used and the three boys having the highest scores represent our school in that contest with no additional training. We are not being paid to train three or four boys in order to establish ourselves as

coaches. I believe that by using my plan, generally speaking, any three boys in the class would do about as well in the contest as any other three. An experience that I had several years ago points that way. We had entered a four-man team in a judging contest. We took a fifth boy along just for the practice. He had missed some classes and I felt that he needed additional selection work more than any other boy in the class. When we arrived at the contest, a neighboring school had only three boys present. We let them use our fifth boy. When the results were tabulated, he as an individual was higher than two of our team members. This plan of preparing for contests is merely teaching vocational agriculture using the contest as an incentive. In this plan, then, contests have a purpose—motivation.

Opportunity For All

I am sorry to say that there is another way of using contests. That is to drill and drill sometimes with the whole class and sometimes with a select few to try to attain perfection. These teachers forget that they are teaching vocational agriculture and soon begin training to win contests. I believe that every teacher, when he goes to a new job, should have a talk with his superintendent and school board to get a mutual understanding on this matter. My theory is that you do not have to plug for contests. If you have done even a fair job of teaching, your teams will over a period, of years rate well in contests. There is glory in winning but to me there is more satisfaction in knowing that there are forty other boys in the department just as good as the three in the contest.

What's wrong with our public speaking contest?

"NOTHING'S wrong in Denmark," but somethings wrong with our public speaking contests. At a recent district contest representing twenty-five schools, only six boys from six schools participated. Where were the other schools' representatives? Did they not think it worthwhile? Perhaps they were right. Only a handful of teachers and parents were in attendance. Let's be as practical about this contest as we are about our recommendations on supervised practices. Let's teach these boys to organize and deliver speeches in the manner of most good speakers. How may this be done?

First, the boy will select his topic and then study and become familiar with all available material. Next, he will determine the content of his speech and prepare an outline. This outline could be turned in to the judges. He would then practice his speech from the outline.

I believe that by getting away from rote memory speeches the following things would be accomplished.

1. The training the boys received would be more practical for their future.
2. More boys would take an interest and participate.
3. The speeches would be more interesting and consequently more interest would be shown by others.
4. The participants would feel more at ease and have more confidence.
5. The purpose of the contest would be more nearly accomplished.

G. H. Griffith, Teacher,
New Albany, Ohio

THIS ISSUE

A number of contributions included were developed and used for regional and state conferences. In some cases the article was revised for publication after the conference. Exact information on this fact is not included with each article, however, those by Christensen, Engelking, Bryant and Bullard, were primarily developed for conferences. Copies of other materials presented at recent conferences are at hand. It is very healthy to have a back-log of good copy. Editor

The procedure which I advocate does not lend itself readily to the meats contest. To make a showing in that contest one has to be somewhat of a professional on meat cuts. I ask you if there is a place in our teaching, where the primary aim is training boys to be better farmers, for an intensive study and drill on the fancy retail cuts of meat.

I have given you briefly my plan of using contests for teaching. My contention is to use them for motivation. We can justify contests if we train all the boys and pick three to go directly into the contest with no additional training. Win or lose they do their best. Let's put the emphasis on teaching boys to be better farmers and not on winning contests.

Preparing, distributing and using printed information

A. G. BULLARD, Subject Matter Specialist, Veterans Farmer Training,
Department of Public Instruction, North Carolina



A. G. Bullard

THE main responsibility of the teacher of agriculture is to lead his students to make sound decisions on agricultural and educational problems, and to assist them in the development of farm skills. Supervisors and teacher trainers recognize the need

for and value of teaching aids in helping the teacher meet his responsibility to his students. Although some very good teaching aids have been prepared by the states we are only partially meeting the need.

In the Veterans Farmer Training Program we have found it necessary, in many communities, to employ instructors who have not had training in methods of teaching and who, although good farmers, have had only a small amount of training in technical

agriculture. Generally these instructors are less qualified to organize their own teaching material than are teachers of agriculture. Most of the printed material prepared in North Carolina during the last three years has been prepared especially for the veteran program. Of

course we recognize its value in teaching students enrolled in the regular program.

Before one begins to prepare printed information for teachers, there are two rather important things that should be done. (1) discover what information is needed in the field; and (2) solicit the assistance of agricultural specialists, teacher trainers, and others who can provide subject matter content and guidance in the preparation of the desired information. Let us consider each of these in a little more detail.

Printed aids help to keep up with methods and subject matter.

—Photo by J. K. Coggin



Teaching is more fun if resources are organized for use.

—Photo by J. K. Coggin

Teachers will use printed information on subjects for which they feel a real need. Commercial organizations spend millions of dollars trying to find out what the general public needs and wants in order that they may produce products that will sell. Shouldn't we spend some time and money to discover what our teachers need and want?

Discover What Information Is Needed in the Field

A survey of our teachers of agriculture should reveal the instructional aids that are needed in the field. No one is in a better position to know his needs than the teacher himself; therefore, we should consult him in determining what kind of material to prepare. Also the chances that he will use the material are greater when he has had a part, even though small, in its preparation.

District supervisors should also be consulted relative to the needs for printed information. Because of their close contact with teachers, they are in a good position to discover instructional

material needs. Reports and suggestions could be made by the supervisors at regular staff conferences.

The subject matter specialist should make as many direct contacts with teachers as possible. Such first hand observations and discussions not only reveal the instructional areas for which information should be prepared but also reveal how it should be prepared to obtain maximum usage. An examination of printed teaching aids used successfully by teachers should suggest the type of material to prepare. These things are hard to discover without making visits to individual departments of vocational agriculture.

Other staff members and agricultural specialists should be consulted for their suggestions. Teacher trainers will have suggestions to make as a result of their observations. Agricultural specialists are in a position to know the agricultural needs of the state and to know what farm practices are being emphasized. All of these men can help us discover the most pressing problems as well as some of the less pressing ones for which aids are needed.

The contacts suggested above should enable the subject matter specialist to plan a teaching aid service based on the needs in the field. Without such a plan our service to the teachers would be a "hit or miss" activity.

*Solicit the assistance of agricultural specialists, teacher trainers, and others—*The subject matter specialist in the Department of Teacher Education is usually not a specialist in all the areas of technical agriculture. Therefore, he needs the assistance of specialists to provide authentic and appropriate technical information when such printed material is being prepared.

As an example of how we might work with other agricultural agencies, I would like to outline briefly a plan which we, in North Carolina, have for working with the Agricultural Experiment Station in the preparation of units of technical agricultural information:

1. Prepare a list of subject matter areas such as corn production, cotton insect control, tobacco culture, and farm credit. In preparing this list, consult other members of the Agricultural Education Staff; use data obtained from surveys.
2. Discuss the problem of preparing teaching units on agricultural subjects with the Director of Experiment Stations and solicit his help in designating specialists to assist in the preparation of aids in each of the instructional areas.
3. Prepare a list of the specialists with whom you are to consult in planning and preparing technical agricultural material.
4. When you are ready to begin the preparation of the teaching aid, make a tentative outline of the area to be covered.
5. Consult the designated agricultural specialist and discuss the tentative outline. Solicit his help in procuring up-to-date technical information or sources of such information. Also consult with him frequently during the preparation of the material and ask him to check

Supervision

LANO BARRON

the final copy of the manuscript for accuracy of the technical content.

Incidentally, these agricultural specialists can assist you in making available 2" x 2" slides for teachers of agriculture.

Similar plans have been followed in working with the Soil Conservation Service, the Extension Service, and State Department of Agriculture.

The above plan has worked very satisfactorily in North Carolina. It has the following advantages:

1. A better relationship is maintained between the various agricultural agencies and the School of Education because each has a better understanding of what the other is trying to do.
2. Up-to-date technical information is usually more readily available from the agricultural specialists than from any other source.
3. The agricultural information distributed to teachers of vocational agriculture will be in accord with the recommendations of the Agricultural Experiment Station.
4. Agricultural education can exert its influence on the most important farm problems as determined by agricultural specialists from research studies.

A plan similar to that arranged with the Experiment Station should be used in the Department of Agricultural Education in the preparation of professional publications. Such a plan aids in better organization of subject matter for instructional purposes, better selection of teaching methods, better illustrations, and closer coordination of pre-service and in-service education of teachers.

Agricultural information specialists associated with commercial organizations should also be consulted. These men usually work in close cooperation with the experiment stations and can furnish excellent teaching aids which may be used in the preparation of printed information.

Distributing Printed Teaching Material

The procedures generally followed by the different states in the distribution of printed materials are: (1) to mail it to the teachers, (2) to distribute it at group or district meetings, (3) to deliver it in person, and (4) to distribute it at special conferences or workshops arranged in cooperation with the district supervisors. Perhaps all four of these procedures are used to some extent in most of the States.

A little more than a year ago the agricultural education staff in North Carolina adopted the policy of arranging three to six group conferences or workshops for teachers of agriculture and instructors of veterans in each of the five districts when a printed aid was ready for distribution. A program re-

lated to the subject of the printed aid was planned and the material was distributed at these conferences. We have followed this procedure in the distribution of four bulletins during the past twelve months. I believe it is much more satisfactory than mailing the material to the teachers.

Using Printed Teaching Material

How can teachers use printed teaching aids in their instructional programs? Until teachers know the answer to this question, our job is not finished. There are several ways that teachers could use printed material. Among these are the following:

1. *To plan the course of study*—Our professional publications offer many suggestions relative to course planning. Where the subject matter in technical agricultural publications has been organized around definite jobs or problems, they usually suggest typical jobs or problems which might be included in a course of study.
2. *As a reference for teachers and pupils*—Teachers could use printed instructional aids in preparing lesson plans as many of them contain suggestions on methods of teaching. These suggestions were included, primarily, for beginning teachers and special teachers; however, they could also be helpful to the experienced teacher. The brief of agricultural subject matter included in many of these publications could be helpful to the teacher in determining the content of lessons.
3. *Pupils could use printed teaching aids, as a reference, if the material is up-to-date, authentic, and organized around problems and jobs that are real.*
3. *As a source of visual aids*—Well illustrated publications are valuable sources of visual aids. If the publications are used as references, the pictures, sketches, and charts should help the pupils to gain a better understanding of the printed word. These illustrations may also suggest to teachers appropriate blackboard sketches and other illustrations. Where a department has an opaque projector these illustrations could be cut out of one copy of the publication and mounted for use in the opaque projector.
4. *As a source of suggested references and teaching aids*—Most of our publications contain reference lists and sources of 2" x 2" slides, motion pictures and other teaching aids related to the job or problem. Many of our teachers are not aware of these references and visual aids until we inform them. Such a service, I am sure, is appreciated by most teachers.

(Continued on Page 60)

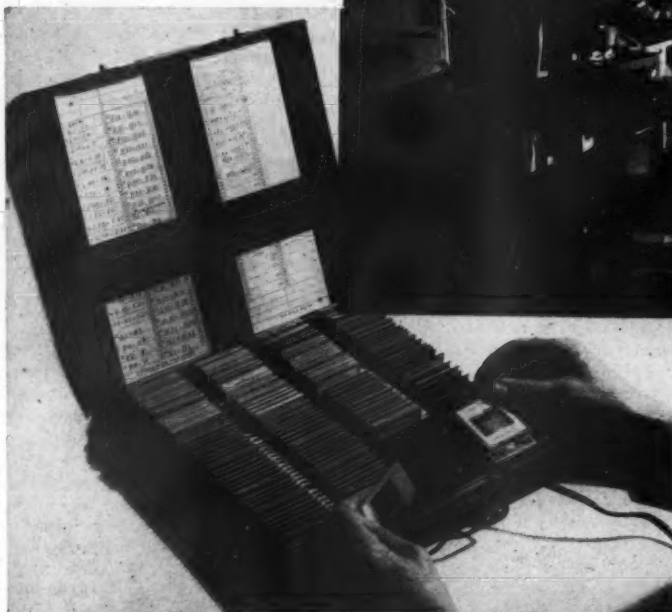
Preparing, distributing and using printed information

(Continued from Page 59)

We may prepare excellent printed information and distribute it to all our teachers, but until they understand how to use it we have not finished the job. Training our teachers to use teaching aids effectively is, perhaps, the "weakest link" in our instructional aid service to teachers. In most states the teacher education staff is too small to do this job alone.

One of the most effective ways which

Creating more interest. —Photo by J. K. Coggin



A portable case for 2" x 2" slides is helpful in locating needed illustrations.

—Photo by J. K. Coggin

we, in North Carolina, have found to get teachers to use the printed teaching aids is to demonstrate their use at conferences and workshops. In these workshops we have attempted to show the instructors of veterans how to give demonstrations; how to plan lessons; how to use visual aids; and how to plan on-the-farm instruction. We have also called to their attention the information included in the printed teaching aid and how it could be used. This method has been very helpful in upgrading these instructors.

We need to carry this plan one step further. We should observe the use of printed teaching aids in the classroom, and tell and show teachers how to use them more effectively. Such individual instruction should help the teacher adapt the information contained in the publications to local conditions.

Every publication distributed should be followed-up in the field by someone. The efforts of all; subject matter specialists, teacher trainers, and supervisors, are needed to make this follow-up effective.

Summary

1. Discover what information is needed in the field. Use survey data; make personal visits; consult

supervisors, teacher trainers, and agricultural specialists.

2. Solicit the assistance of agricultural specialists, teacher trainers, and others who can provide material and guidance in the preparation of printed information. Work out a plan of cooperation between agricultural agencies and the School of Education in the preparation of technical agricultural information to be distributed by teacher trainers.
3. Some of the desirable characteristics of printed teaching material are: (1) it should be well organized for teaching; (2) the information should be authentic; (3) it should be well illustrated; (4) it should be neat and legible.
4. The usual procedures of distributing printed materials are: (1) mailing; (2) distributing at group or district meetings; (3) delivering them in person; and (4) distributing them in connection with a special workshop or conference. The latter way is probably the most effective.
5. Lead the teachers to understand how printed teaching aids could be used. Suggest their use: (1)

Suggestions for the new teacher

(Continued from Page 54)

begin to see you in what you do, in how your department looks, in what it gets done. Your individuality should stamp itself on things so your friends can recognize you in what you do. You will soon be thinking of what to get done in three or five or ten years. What your department should accomplish in a measure of your diagnosis of conditions needing improvement. How well it meets this challenge is a measure of your ability.

Recheck Your Department and Yourself

See that you have done the following:

1. Planned your long time objectives
2. Planned the year's work to aid in their accomplishment
3. Secured adequate materials and supplies
4. Contacted prospective students
5. Familiarized yourself with supervised farming and home relationships of former students, particularly those of last year
6. Inventoried all items in the department
7. Organized and determined how best to use books, bulletins, and periodicals
8. Worked over the filing system for mimeographed, typed, printed materials, correspondence, and indices for books and bulletins
9. Familiarized yourself with other duties assigned to you by the superintendent and/or principal
10. Secured needed report forms from the state office

in planning the course of study; (2) as a reference for teachers and pupils; (3) as a source of visual aids; and (4) as a source of suggested references and teaching aids.

Farmer Classes

J. N. WEISS

MARK NICHOLS

Young farmers and program planning

JOHN H. LEONARD, Teacher, VanWert, Ohio



John Leonard

A MAJOR problem faced by teachers of vocational agriculture is that of planning the program for their departments. There are two phases of this problem, namely, planning long time programs and yearly programs. In my discussion I will place the

emphasis on the yearly program planning; however, the long-time objectives of a department will naturally affect the yearly program.

The teacher must determine by some means the phases of agriculture that need improvement or the ones on which he will place emphasis in his program. The phases of the program to emphasize may be determined by a survey, personal interviews with farmers in the community, and through the aid of an advisory committee. Naturally the members of the advisory committee can be of great assistance in helping to formulate a program as well as in assisting in developing good public relations in the community.

The advisory committee may consist of the superintendent of schools, members of board of education, Grange members, Farm Bureau members, (or representative of other farm organizations in community,) Future Farmer Chapter President, Young Farmers Association President, adult course representative, two or more progressive farmers, and perhaps a representative of some civic organization definitely interested in agriculture and the school.

The advisory committee naturally will be given a preview of the various proposed programs and will offer suggestions. The approving of plans for the department by the advisory committee will give the program the thinking of several people. In addition these men will be able to give assistance in placing the plans in operation. The number of meetings of such an advisory committee will vary with the department but perhaps three or not more than four meetings would be necessary.

The program for any department would not be complete unless a challenging program was planned for the F.F.A. and the Y.F.A. Some departments would also include the adult farmer group. In this discussion only the Y.F.A. will be discussed, to illus-

trate how the more general planning by the advisory committee is followed by detailed planning for the year.

Young Farmers Program

Our Y.F.A. year starts the first of April. Perhaps the only reason for the April starting date is that the Y.F.A. was organized after the close of the first part-time course.

The officers are elected during the annual banquet which is held in March. A nominating committee appointed by the president prepares a ballot by presenting the names of two members for each office. The election is held at the annual banquet. Shortly after the new officers are elected they meet with the old officers and formulate the monthly meeting program for the coming year. This means that they select the date (which is the second Monday of each month), the topic for discussion or recreational feature, the committee to be responsible for the meeting, and a person to discuss the topic for the meeting. The new officers after setting up the temporary program contact the suggested speakers to see if they will appear on the program.

After all speakers have been secured, and other activities arranged, the program is then printed. It is distributed to Y.F.A. members, selected speakers, school officials, advisory council members, and other interested persons. The program covers are printed in the high school print shop and the schedule of meetings mimeographed on the inside of the cover.

The program for 1948-49 was:
 April 12—Science of Milk Production
 May 10—Weed Controls
 June 14—Weather
 July 12—Justice in Action
 August 9—Horse Shoe Tournery
 September 13—Future Trends in Education
 October 11—Fall Party
 November 8—Animal Nutrition
 December 13—Religious Education in the Home
 January 10—Recreation Night
 February 14—Relationship of Foreign and American Agriculture
 March 14—Annual Banquet

It has proved very helpful to have a committee meeting one month in advance of each scheduled meeting to make the final arrangements. The week before each meeting a card is sent to each member announcing the meeting.

(Continued on Page 63)

Soil testing clinic for farmers

VERNON V. LUTHER, Teacher
Neponset, Illinois

Vernon V. Luther

MANY high school departments of vocational agriculture do test soils. What results are accomplished? You can probably think of different systems, but I would suggest a Soil Testing Clinic for farmers as one method. A soil testing clinic might be compared

to a medical clinic. Just as people are examined for illness, soil should be examined for its weaknesses. How to operate such a clinic might be explained best by summarizing the one that was held at the Neponset High School.

One day was devoted to testing soils for farmers in the community. A mimeographed letter was circularized about two weeks before requesting farmers to bring samples of soil to the clinic. The letter also explained: (1) how to take the sample; (2) to air dry samples; and (3) to make a map or chart of the field.

On the day the clinic was held, the agricultural room was turned into a laboratory and display room. The testing laboratory was set up in one corner of the room and organized to systematically test for acidity, available phosphorus, and available potassium and to record the tests.

The results of the tests were placed on a special form and then interpreted to the farmer. Fertilizer recommendations were made if necessary.

Besides the testing, there were on display samples of fertilizer, fertilizer bags, and lime; samples of soil classes; and a rock collection all with explanatory labels.

One part of the room was devoted to soil conservation. Many educational posters were displayed with such equipment as the surveyors level, field planning and mapping, and hand levels. Many of these were loaned by the County Soil Conservation Department.

A library table was covered with soils bulletins. There were a few free publications for distribution. All of these materials served to occupy the farmer while his soil was being tested.

As for the testing work: the class members served in scheduled pattern throughout the day as (1) acid testers, (2) phosphorus testers, (3) potash testers, (4) recorders, (5) bottle washers, and (6) librarian. After working from 8:30 a.m. until 4:00 p.m., this was the result: eighteen farmers had been through the clinic with 305 samples tested which represented an estimated 1,000 acres of soil.

Superintendent aids with teaching resources

G. W. GERICH, County Superintendent, Winamac, Indiana

IN the spring of 1947, the Pulaski County Veterans Service Officer, Mr. Urban Kennedy, came to me with the suggestion that we set up a school of vocational agriculture for veterans. He had several candidates for such a school. After considerable delay due to a lack of instructors, we were fortunate to find Mr. Earl D. Barnes, a graduate of Purdue University, available. Our first school was established September 1, 1947. A little later a second school was established with Mr. Orville White as instructor. This was followed a month later by a third school in charge of Mr. Frank Howat. Mr. Kennedy assisted the instructors with the various forms and helped get the veterans enrolled. On July 1, 1948 two more schools were added with Mr. John Couey and Mr. Richard Rinehart as instructors. This brought our schools to a total of five and all with Purdue trained instructors.

About this time, it seemed that more of the responsibility for these schools was shifted to the county superintendent of schools. We found also that these instructors were best to be regarded as a part of the regular county faculty, the same as our day school teachers.

After talking with them, it was decided that much good could come from having the instructors together once a month to plan, organize, and correlate their work in the county. It provided an opportunity to pool their ideas, methods, and teaching materials. A book case was set aside for making available a supply of various State Department and Veterans Administration forms needed. Lists of available publications and references were on hand for their information. Arrangement was made with

the sponsoring school trustees to channel the buying of all materials for these schools through the office of the County Superintendent.

Our meetings took the form of a business session for routine matters, followed by an exchange of ideas or a conference with the County Agricultural Agent, or the supervisors of the instructors. The county became the unit for various projects, the first of which was a visit to the Chicago Stock Yards. One school was going, so why not all? The result was that eighty-six men and their instructors made the trip. Other county meetings were held on chemical weed killers, and fast milking. The group sponsored a farm implement maintenance school at the County Fair. They held a school on state feed and fertilizer inspection with the Assistant State Chemist as instructor. These county meetings made it possible to obtain better speakers and more material than any class could have secured individually.

The instructors met with the County Agricultural Agent and helped plan the county extension program and the veteran trainees certainly boosted the attendance at these county meetings. By correlating the needs of one of these veterans schools with a high school expecting to establish a vocational agriculture department, a farm shop was established to be used by high school youth during the day and by veterans at night.

The latest and most pretentious venture of the group was the establishment of a county slide film library. Each school trustee equipped his school with a projector. Slide films were selected

by the group, ordered by the County Superintendent and the cost pro-rated to the various townships. Storage of these films was a problem. The Superintendent being short of cash but long on interest in the project, made the storage cabinet shown in the picture. It has a capacity of 288 films. A card index file is maintained to record the lending of the films to each instructor.

School farm becomes much used resource

(Continued from Page 55)

rate of seeding, and other information that may be desired. These make good teaching aids when talking about long time rotations and the results that can be obtained.

Use Of Farm

As the farm is adjacent to the school grounds it is convenient to take classes out for work or observation. The chapter owns two tractors, a wagon and a trailer, and a ton flat bed truck so transportation is not a problem. The class program is kept flexible so that, if weather permits, a class can go to the farm on short notice. Lockers are provided in which each boy keeps farm work clothes and shoes.

Acreage of each crop is rather small so that the labor does not become monotonous. A boy learns to prune raspberries in one or two hours. A week of it would have little or no educational value. Experience driving tractors, plowing, and disking, is possible for all boys in the department. Boys also use garden type tractors, combine, binder, and general farm equipment.

Supervision

The supervision of the farm is divided among the three instructors. Before major decisions are made a meeting is held of the chapter executive committee and the instructors. Some jobs are delegated to classes. One instructor is in charge of pasture, and beef production; another, the farm machinery.

Summer vacations are taken on a staggered plan so that two men are on the job at all times. The basic plan calls for one or two men to be out in the community while the third is on the farm.

A school farm should not be attempted unless it has the whole hearted backing of school board and school administration. The instructors must be willing to put in long hours especially at peak seasons. A program should be mapped out designating definite responsibilities as far as possible. A school farm has a great deal of value as a teaching aid and could be considered by any school which has the finances to set it up as a going concern and to maintain it at the level. Additional instructors are necessary. Two would be the minimum with this type of program.

In general, girls and young women make up a greater part of the migration from farms than boys and young men. According to recent estimates, there were 109 males per 100 females in the farm population in 1947.



Previewing films before ordering. Instructors left to right: Frank Howat, Earl Barnes, Richard Rinehart and Supt. G. W. Gerichs. John Couey is running the projector and Orville White is taking notes.

Young farmers and program planning

(Continued from Page 61)

The Y.F.A. program may be financed in various ways—dues, pro-rating the expenses of each meeting among the members present, dances, exhibits, and donations. The Van Wert-Marsh Y.F.A. has annual dues of \$1.20 and a membership card is issued when dues are paid. If additional finances are needed the association votes a special assessment.

The annual banquet is held at the close of the "short course" meetings or the series of educational meetings. The committee selected by the officers makes all arrangements for the banquet. Tickets are sold to members and other interested persons, but it has been the custom to invite several of the speakers who have assisted in the program during the year. Certificates for attendance and participation in the short course meetings are presented at the banquet.

The short course meeting schedule is prepared by a committee selected by the president. This committee receives suggestions from the Y.F.A. members of the problems to be discussed. These suggestions may be handed in by individual members or grow out of meetings or the farm visits.

After the committee has studied these suggested problems they set up a series of discussion meetings to help solve them. This schedule of meetings is duplicated giving the date and topic for the discussion. A copy of this schedule is sent to all Y.F.A. members, school officials, the local newspaper, and to all young men listed in the survey that are not Y.F.A. members. This schedule is sent over the signature of the committee members.

Selected Activities

A swine type school has been conducted for the past six years in cooperation with a local swine breeder or breed association. The cooperative committee and the officers plan the meeting. The school is held in the evening and starts with a barbecue lunch followed by judging of pork carcasses and four or five rings of hogs. Flood lights are used if it gets dark. Each ring is placed and discussed by a committee of judges, which last year were two men from Ohio State University and a breed fieldman.

Ten prizes are offered to the ten high scoring individuals in the Junior and Senior division of the judging contest conducted with the school. The chapter also issues certificates to high scoring individuals. Last year over two hundred people attended this event. We feel that swine type is being improved as a result of the schools.

The dairy type school was started last spring to help F.F.A. members and others to become acquainted with the type of dairy cattle they should be raising and to see dairy cattle actually classified by a breed representative. Two breeds, Guernsey and Holsteins, were used. In addition to having a classification demonstration, a Junior and Senior judging contest of four rings of dairy cows was conducted.



Swine type school attended by 200 farmers makes contribution to improving enterprise.



Dairy type school has provisions for F.F.A. members and others.

Program procedures

Experiences of the Rural Project of the American Youth Commission prove conclusively that:

1. Older rural youth can diagnose their own needs, making surveys if necessary to find what these needs are, under guidance and counsel.
2. Youth can care for their own social and recreational needs. Through local or nearby institutes or short courses they can develop their own leaders.
3. Discussion groups work best after an acquaintance is built up. Then, with usable discussion techniques, youth can proceed to solve some of their most pressing personal and group problems.
4. Youth can conduct effective panel discussions, if trained to do so. They can be encouraged and stimulated to direct or lead as well as

just take part in panels and round tables.

5. With help and encouragement, youth can obtain vocational information from people, studies, and books, and explore employment opportunities.
6. Youth can arrange for special lectures to supply the specific information needed on problems under consideration.
7. Youth can give community service as leaders for 4-H Clubs, Scouts, Sunday Schools, and other organizations, and for adult farm and home groups as requested.
8. Youth feel the need for the judgment and counsel of adult advisors or sponsors who have local prestige.

Prepared by Executive and Advisory Committees, Rural Youth of the U.S.A. Conference, Marietta, Ohio.

Developing supervised farming programs

ADON DUNCAN, Teacher, Poteet, Texas



Adon Duncan

INSTRUCTION in agriculture under the original Smith-Hughes Act was intended to be of a type which will "train present and prospective farmers for proficiency in farming." To be vocational, instruction in agriculture must provide for the development

of abilities needed by persons for success in farming. Vocational agriculture means to us the act of applying the scientific and practical ways of doing the job. We learn by doing, and without the art of doing, it would not be vocational in nature. For this reason the Smith-Hughes Act sets forth that a student must carry a suitable supervised practice program at home or at a place provided. Although the act stated that the student must carry the program for at least six months, present-day students with a program, such as livestock, operate continuously from year to year.

The purpose of the farming program should be to apply the scientific and practical knowledge that has been taught and demonstrated in the classroom and in group demonstrations. Many departments use broiler production as a demonstration to establish the cost per pound, and others use hog feeding to determine the value of a balanced feed compared to an unbalanced one. This will establish a fact, which the student can apply in his own home program.

During this period of higher prices it seems that a number of teachers have placed profit above all other outcomes and perhaps the student does not obtain the necessary agricultural instruction and demonstration that he should. Our program has always stressed the importance of having the student set up his program and grow into farming or ranching. The student should, for example, start with baby chicks and carry them through to the laying stage and production in order to obtain the scientific and practical knowledge, required in farming. Perhaps he may be a broiler producer and not interested in egg production after he becomes an adult farmer, but by carrying a complete program he has the knowledge and skill should he ever need to produce eggs. Another enterprise, for example, could be a gilt carried through her development to becoming a brood sow, feeding the pigs for pork production to be used at home or marketed. In this type of program the student will encounter the natural problems that will exist when he himself becomes a farmer. Even though many of our students go into fields of agriculture other than farming or ranching, such as teaching, the extension service, soil conservation

service, and private business, they may be land owners at one time or another. If we have given them the proper instruction in all phases of agriculture they will always have a better understanding of our program and can meet their own farm ownership problems from an intelligent view point.

Helping the Individual Student

In the fall, the supervised farming program and its advantages should be well explained to the students. After they are properly informed, they should start on plans that extend for four to seven years. If they develop a definite program towards which to work, there will be more interest on the part of the student.

The student should obtain the assistance of his parents when he is developing his long time program. This will give the parents an opportunity to un-

derstand the program, and develop cooperation between the parents and the teacher. There may be a need for the teacher to visit the parents in the beginning for a conference with them and the student. The teacher must have the cooperation of the parents or the student will not have the home program that is desired. Interested parents and students make a good foundation for a farming program.

The number of enterprises that the students carry must be determined by local conditions. There should be a certain number of enterprises required for the first year, second year, and the third year student, accumulating each year he advances in his work. After the enterprises are selected the student should be given the opportunity to select the supervised practice jobs that will help him gain the practice in the job that pertains to his program. This is one of the instances where the students learn by doing. The following is an example of the blank that we use here in our school for the student to fill out with the assistance of his parents.

Vocational Agriculture Department Poteet High School, Adon Duncan, Instructor

Name of Student _____ Year in V. A. _____

LONG TIME PLAN

1st Year	2nd Year	3rd Year	4th Year
Item	Scope	Item	Scope

IMPROVEMENT JOBS TO BE DONE

1. _____
2. _____
3. _____

SUPERVISED PRACTICE JOBS TO BE DONE

Item	Scope	Item	Scope
1. _____		9. _____	
2. _____		10. _____	
3. _____		11. _____	
4. _____		12. _____	
5. _____		13. _____	
6. _____		14. _____	
7. _____		15. _____	
8. _____			

Farming Programs

C. L. ANGERER

Help wanted

I UNDERSTAND that a good farming program should be capable of continuous expansion throughout the boy's four years of high school; that it should include one major, and one or more minor and supplementary projects. If our boys are to be judged on the basis of the ideal program they would not rate very well as theirs are single enterprise programs. To date, I have not succeeded in getting other enterprises added to existing programs with the exception of one boy who is planning to start a strawberry bed this year.

Am I too gullible when I agree with the boy who tells me that his dairy program, plus rolling out at 5 a.m. to

help with the milking and other chores, plus his academic, social, and athletic activities, plus more farm chores and home work at night make his day too full for him to consider adding other enterprises to his program? Just how far can we go with a boy who is putting in long hours on the farm? Shall we ask him to cut some of his extra curricular activities? Shall we enlist the cooperation of the parents to reduce the chore load? Or shall we confine our encouragement of minor enterprises to such things as crops which can be handled during the summer vacation? Let's hear from someone who has run into this problem and come out with well-rounded farming programs.

C. L. Pineo, Cabot, Vermont
Journal, Vermont Ag Teachers

Planning needed for on-farm instruction

L. L. BEAZLEY, Teacher, Disputanta, Virginia



L. L. Beazley

ANY teacher of vocational agriculture, to be efficient, must, of necessity, do a lot of individual instruction. He has taught many jobs to a group of individual boys and many jobs have been planned in group participation. But they must be supervised

and more individual instruction must be given on the farm with the boy and his parents. Here we get the opportunity to make our teaching effective by clearing up any errors that have occurred and driving home other points that are definitely needed on a given farm.

Too often visits are made without a definite plan and when we leave the farm, the boy and parents are more confused than helped. Therefore, our teaching must be carefully planned and executed. On the home farm we have more definite situations to meet and it requires more definite information for the problem to be solved by the boy and, at the same time, satisfactorily developed for the parent.

In planning my instructional visits, it is necessary for me to have a complete list of the projects carried by the boy, the number of jobs studied in the class under each project, and the plan made for doing the jobs on the farm.

In making my visits I plan to get to the farm when the parents and the boy are not too busy. Often, this may require a second, or third trip before we can get all the time needed for the instruction to be completed. To stop dad, or the boy, while engaged in some very important farm operation may prove detrimental to the whole program. Therefore, I cannot make a definite visiting program and carry it out. I sometimes visit one boy and find him too busy to be stopped; then I can get on to another boy who has ample time to get some real work done. However, I do believe it to be very necessary to make out a definite schedule and let the boys know what to expect. In this way much useless travel may be avoided and more efficient use made of ones time. Nothing can be accomplished when we go about our work in a hit or miss fashion.

Prepare For Visiting Part Of Program

I take the boy's plan, record and account book for his supervised program. I study it carefully and see how he has planned to do his jobs. Then, I set out to get additional information on each job he may be doing at the time of my visitation; also, those to be done for the next several weeks. This information is condensed and placed in a

note book, which I also take with me. Having made a farm survey I am posted on the farm program and the jobs to be done by the dad and the boy. I now approach the boy, in dad's presence, with a few questions about his progress on certain jobs. By this means I have opened the way and am ready to get the things done that are lacking in carrying out a well defined plan; or I may find the boy is doing a fine job. New factors may be developing which need attention and now is the time to be ready to give the needed instruction. Do not trust to your memory for too much data, but have your notes where they may be used. It is no disgrace to use notes, but it hurts the teacher and the work to give misinformation. If, in going over a job, points are brought up for which I do

not have all the information needed, a note is made and this attended to as soon as possible. No one can carry all available materials on all visits.

The entire farm program must be kept in mind and a list of jobs for the entire farm kept before us on all visits. Many livestock troubles will come up that need immediate attention and we must be ready to give the necessary instructions. This requires much planning of all phases of farming in our teaching area. If we desire to really get ahead in our field we must keep ahead in all our recommendations and information. I never like to give too many conclusions. I prefer to present data and information and let the farmer and the boy make their own decisions as to how best get the job done.

No better way has been discovered for me to get good evening class members than to be able to teach some good individual job on the home farm. Here, the dad realizes there is much he can learn by discussing his problems with a group that, normally, have many of the same problems.

Program pattern

To the Editor:

I note that my long-time and respected friend, Professor A. P. Davidson of Kansas State College, is concerned about the discussion of shifting some of the federal funds from high-school to adult work which took place at the last Central Region Conference. Since I probably contributed as much as anyone to his concern, I should like to point out that:

1. Utah is already spending 100 per cent of its federal funds on adult education. Other states have reduced the percentage of reimbursement for high-school classes considerably below 50 per cent, in one case to 17 per cent. The states which have gone furthest in this direction are those in which the high-school phase is highly developed and can be maintained without the use of the former subsidies; they are not states in which the all-day program is neglected. One way of getting a shift in the percentage of funds spent on adult work is to increase the instructors and the time given to adult classes without changing at all the time given to high-school work.
2. I heard no reference to any completed research indicating that day-unit classes are as effective as all-day classes nor do I know of any such research. The statement I made was that one competent person, who has long observed both that he saw no difference in the farming programs of boys in day-unit and in all-day classes. Others have indicated that they believe research is needed to determine whether time could be saved in the high-school program without affecting the real results. I know of no one ready to propose now any drastic reduction of

the time high-school boys spend in classes in vocational agriculture, though some of us have long advocated means of saving teacher-time in high school work through eliminating the teaching of subjects other than agriculture, reducing the time given to conducting irrelevant extra-curricular activities, and combining small classes in vocational agriculture.

3. I should like to have my own extemporaneous and brief comments on this subject at Chicago interpreted in the context of my new book, "Agricultural Education in Community Schools." Thus interpreted, I believe no serious fears will be aroused.
4. Few of us are ready to adopt the Kansas conception of cooperating "with the existing agricultural agencies in a planned educational program for out-of-school youth and adult farmers." The 1946-47 "Digest of Annual Reports of State Boards for Vocational Education to the Office of Education" reports no enrollments at all in young farmers and adult farmers classes in Kansas. If this is what is meant, such a proposal from one of our own numbers, coming at a time when people in certain other agencies and organizations are saying we should relinquish the teaching of adults to Agricultural Extension seems to me to be far more dangerous than anything anyone said at Chicago.
5. Professor Davidson's comments about the "academic shell" seem especially inappropriate. The hardest academic shell we have had to crack is the one surrounding the idea that only children are worthy of education in the public schools. A person in a state

(Continued on Page 68)

❖ FELLOWSHIP ❖

Regional meeting of A.V.A.

IT was gratifying to see a large number of members of the Agricultural Chapter of the M.V.A. give generously of their time in support of the New England State Vocational Convention held at Springfield on May 13 and 14. This was the first successful attempt in recent years to provide an opportunity for vocational agricultural teachers from the several New England states to exchange views in a sectional meeting on important agricultural subject matters. As an outcome of the agricultural section meeting, it is entirely possible that an attempt will be made in the future to arrange an All-New England Conference of teachers of vocational agriculture.

Aid to a good start with F.F.A. chapter this fall

OUR chapter program of work is the most vital part of our department of vocational agriculture. I realized about eight years ago that the only possible way to get a strong efficient chapter was to develop some means that would encourage each student to take a personal interest in doing his part to meet goals planned in the program of work.

We have tried to set forth as far as possible all items of the program of work in specific activities that each boy can do in such a way that we can make a definite check on his work.

I have found there is nothing to equal the chapter contest as a device to motivate students to action. Boys as well as adults naturally like to have their names at the top of the list. I have found very few boys who will not be stimulated to action when I say, pointing to the graph chart, as I am in the picture, "John, we have a check on everything that you do. The chapter secretary will give you points for your efforts in helping us to make a better chapter."

Howard Christensen, Adviser,
Bankerville, Nevada

From Hawaii

YOUR efforts to improve the periodical are highly commendable. After discussing the matter with several teachers of vocational agriculture I find that there are few suggestions for improvement of the magazine. The magazine covers quite adequately the various fields of our numerous activities.

Contributions from us here in Hawaii should be submitted more frequently. This will be discussed during our annual convention. If at any time we develop ideas for the magazine, we shall not hesitate to forward them to you.

Sincerely yours,

Charles W. Lum

Secretary-Treasurer

Hawaii Agricultural Teachers' Assn.

Cooperative purchase of automobiles

A FEW YEARS AGO, when it was impossible to purchase an automobile, I came up with this idea. Why wouldn't it be possible for teachers, and veteran instructors, to purchase automobiles on some cooperative basis. Now that automobiles are becoming plentiful, perhaps it might be wise to look in that direction once more.

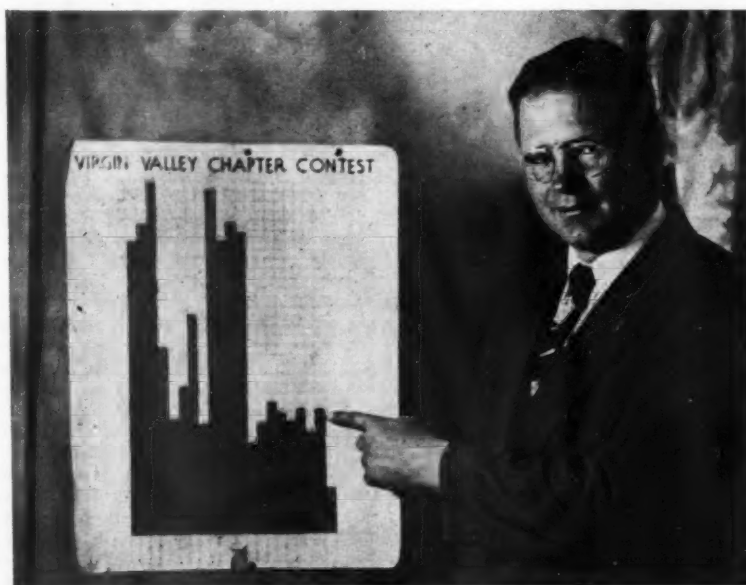
How could such a scheme operate? I have no detailed plan worked out but just to stimulate your thinking, how would something like this work?

1. By prior agreement teachers could agree on two or three different

makes of cars via increasing bargaining efficiency.

2. A survey could be taken to determine the teachers who wished to trade and these teachers, in turn, would also furnish necessary information about the cars they wished to trade.
3. For purposes of illustration suppose the survey revealed that there was need for twelve Chevrolets, six Pontiacs, and six Dodges. Might not these orders be placed out for bid among various dealers in the state? It would seem only logical that one could trade cheaper on such a cooperative basis as this.
4. In fostering the above idea teachers might even decide on one make of car, if it was financially to their advantage.
5. Another idea might be to contract for a fleet of cars.

Wilfred Leslie,
Orleans, Vermont



A cumulative record of member achievements spurs interest and effort. The advisor donates the first prize.



Members of advisory council visiting students to study progress being made in supervised farming. A. E. Kitchens, Teacher, Screven, Georgia.



Improving department's housing



L. E. Carver

ALMOST all agricultural department buildings, no matter how carefully planned are to a greater or lesser degree inadequate. The agricultural building at Spotsylvania, Virginia is no exception. Built about 1940 according to standard plan it contained a classroom, shop, tool room, office, and cloak closet. It was considered an adequate building at that time but the enlarged program and increased teaching staff have made changes necessary in the original building. From year to year additional supply bins, and electrical wiring have been added. This year the following changes have been made; a new tool room built, a new door placed on the old tool room, seven new wall panels for tools added, and part of the new tool room partitioned off for an inside toilet complete with approved septic tank and drain field for sewage disposal.

All the work necessary for these physical improvements was done by students enrolled in the department under the supervision of J. Roger Mansfield, veterans instructor and J. H. Zigler and L. E. Carver, regular teachers of agriculture.

The projects, when completed, will make the department of Spotsylvania more usable and convenient and will fill a long felt need for such facilities. The building is in use almost every night of the week for a class, committee, or other group meeting and the toilet facilities were badly needed. The County School Board, having been requested to provide the facilities, felt that they could not justify the expense in the face of more pressing needs elsewhere in the county but when the proposal was made that they furnish only the materials they were willing to underwrite the cost. The spirit of co-operation among all groups was gratifying and all who had a part in the work are proud of the improvements.

L. E. Carver, Teacher
Spotsylvania, Virginia

Using your magazine

Your magazine tries to:

1. Explore and present ideas and issues.
2. Examine and report new practices.
3. Present selected items of current news of interest.
4. Provide helpful information on teaching problems.
5. Review selected studies and new books.

Ways of Using Your Magazine:

Glance over the entire magazine when it arrives.

Read thoroughly the articles which appeal to you.

Check on the good ideas which could be used.

Refer to back issues for help on particular problems.

Lay plans to initiate innovations in your department based on a practice outlined in an article.

Refer selected articles to school board members and administrators.

Mark articles or make notations of those which could help you in the preparation of talks.

Adapted from an Editorial in
The School Executive, May, 1948

New course for high school graduates

THE Essex County, Mass., Agricultural School is offering an opportunity to qualified high school graduates of Essex County to enroll in a two-year course of instruction in the fields of animal production, horticulture and, farm mechanics which would prepare its graduates for full-time employment in dairy farming, poultry farming, fruit growing, and other types of agricultural jobs; also in floriculture, arboriculture, landscape gardening, and in related industries such as ornamental nurseries, milk plant operation, regulatory controls, and sale of farm equipment.

The course will consist of intensive class instruction and on the job experience. Classroom instruction will be confined to the vocational courses, related science, farm mechanics, and public speaking. Six months of practical, on-the-job experience from April 1 to October 1 each year will offer the trainee excellent opportunity to earn while he learns and gains the necessary practical experience to fit him for responsible, full-time employment in the fields mentioned.



Idaho president doing a good job

MR. LESLIE G. JACKSON with 106 students in his all day program manages to keep busy. He is president of the Idaho Vocational Agriculture Instructors' Association. Students under his direction constructed the building used for vocational agriculture. It includes a 30' x 30' classroom, a shop 36' x 80', a laboratory and storeroom. Some of the chapter members are shown surrounding their pop corn machine which netted them some forty dollars weekly, during the past year. It has also been popular at the evening F.F.A. meetings for which the average attendance was over sixty.

A time saver

ONE method of recording supervised practice jobs is to use a plywood board four by six or eight feet. The board may be painted Future Farmer colors or the color of the woodwork in the classroom. Small screw hooks may be placed every two inches with the hook turned up. Above each screw hook, there is a number which may be assigned to each pupil in the department. Down in the left hand corner is a key to the board with each student's name and number.

Diagram of Board for Supervised Practice Jobs

SUPERVISED PRACTICE JOBS DONE																																																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Key

Tags

Price tags 1½ by 2½ inches in size are used by each student on which he records his number, date, job, and scope. At the beginning of each class period the student should be allowed to record the jobs that he has completed on the previous day or week-end. This helps to create interest in the work and the student is able to see the progress of the other students. (See his article in this issue.)

Adon Duncan, Teacher,
Poteet, Texas
(Continued on Page 68)

FELLOWSHIP

(Continued from Page 67)

Two-day project tour



Lloyd Nygard

OUR chapter holds an annual F.F.A. project tour. The purpose of the tour is to aid members, parents, and businessmen in getting acquainted with vocational agriculture and the supervised farming programs and, to aid in the promotion of better project work. A two day tour is held so that all members' supervised farming programs may be visited. The group including the businessmen meet each morning at the school where the tour begins. A schedule as to the time and place of visits to a member's project, is made out in advance. It is given to all who are interested or as many as can be reached. This enables some to join the crowd after the trip gets underway in case they cannot start with the group in the morning. Each one brings his own noon lunch and we generally find a shady spot by Strawberry Lake or along the Mouse River where we have our picnic lunch. This project tour has proven valuable for the purpose stated above.

Lloyd Nygard, Teacher
Velva, North Dakota

Program pattern

(Continued from Page 65)

which has not cracked this one should be congratulating the states that have, rather than casting aspersions upon them.

6. Apparently Professor Davidson does not even accept the Smith-Hughes Act, which states that the funds available under it are to be used for the education of persons "who are engaged in or expect to engage in the work of the farm and the farm home." Clearly the whole Act was intended primarily to benefit out-of-school youth and adults. The purposes of the Act have been largely perverted, but now, thanks to the veterans program, we are teaching about two adults for each high school boy.

I am not worried that we shall take sudden or drastic action affecting the all-day program. It has become a fetish in vocational agriculture. It is safely within the "academic shell," not to mention the shell many vocational educators have grown about themselves. The process of getting some reasonable consideration of the place of high-school vocational agriculture in the total program of agricultural education perhaps justifies a little verbal "dynamite."

H. M. Hamlin, Professor
July 16, 1949 Agricultural Education
103 Gregory Hall University of Illinois

Popular events



Jim Evans

In 1948 the tour was to Monterrey, Nuevo Leon. Through Arkansas, Texas, and Oklahoma many of the F.F.A. members saw cotton and rice growing for the first time. In Monterrey the F.F.A. members had a most enjoyable time. The customs of the Mexicans were interesting and the boys were shown every courtesy possible. One of the highlights of the tour was the witnessing of a bull fight in the arena at Monterrey.

The transportation costs of these educational tours are borne by the individual F.F.A. treasury. Food and lodging are borne by the individual F.F.A. members. The tour is made by school bus.

Before an F.F.A. member may board the bus for an educational tour he must have written permission signed by both parents giving the F.F.A. officers the right to send him home by bus if he violates any of the rules for the tour. Some of the rules are as follows: no drinking of intoxicating liquors, no smoking or use of profane or obscene language, and reasonable quiet at all times. To date no one has violated any rules.

In 1946 the Advisory Council and the Instructional Staff of the St. Charles department of vocational agriculture organized the St. Charles County Fair. The council and staff organized the following departments of the fair: agricultural engineering, beef cattle, dairy cattle, swine, sheep, stock judging, junior activities, apiary, poultry, field crops, and horticulture.

The responsibilities of organizing and conducting the junior activities department was given to the St. Charles chapter of Future Farmers. F.F.A. members make out the classes for this department, serve as its superintendents, and secure its judges. Only those persons belonging to a F.F.A. chapter or a 4-H club are eligible to exhibit and win premiums in this department. All hay and straw sold on the fair grounds is sold by the St. Charles F.F.A. chapter.

Jim Evans, Adviser,
St. Charles, Missouri

With the rapid mechanization and scientific farming practices of the last 25 years, less labor force is needed in farming for the amount of commodities produced than ever before. During the peak of World War II, agriculture had about ten per cent fewer workers than in 1935-39, but produced about 30 per cent more food and fiber.

F.F.A. scholarship activities

(Continued from Page 51)

Chapters may use a variety of methods in their attempt to improve the scholarship of chapter members. A common practice is to post honor rolls of names of members with A or B averages in agricultural subjects. Some chapters post honor rolls listing the names of chapter members with high averages in all high school subjects. A special honor roll for Green Hands is also a possibility.

Many Ways And Means

A common practice among chapters is the scheduling of special chapter meetings at which time the school principal, superintendent or librarian discuss study habits, the use of school facilities or related topics. Guidance directors may also be brought in for special meetings.

The use of "Big Brother" plans are also very effective in scholarship improvement. Each Green Hand is assigned a Chapter Farmer as a "Big Brother" who assists him in outlining and completing his work.

Many chapters have developed point systems of leadership development which allocate service points for high scholarship. This is an excellent means of relating the importance of scholarship to leadership training.

Parent-son conferences and parent-son meetings are valuable devices for scholastic improvement. The F.F.A. is in an excellent position to bring the student, teacher, and parent together to discuss the progress of the student. The attitude of the boy and of his parents toward scholastic attainment may be improved as a result of the conferences, meetings, and banquets.

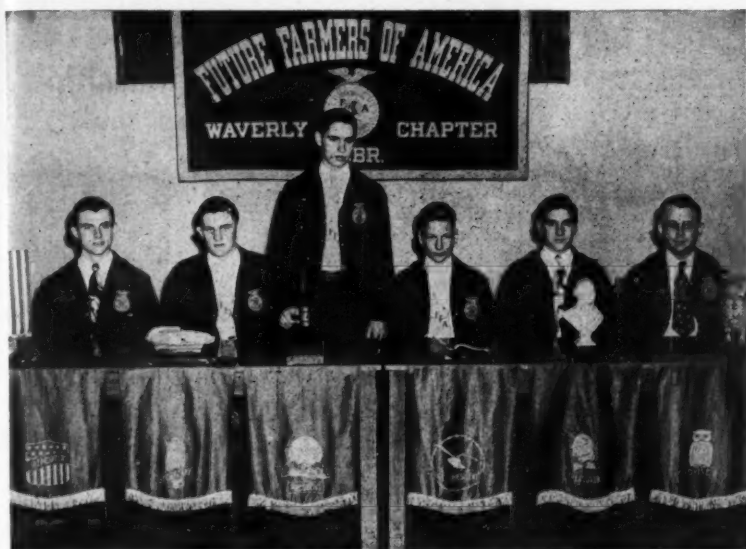
The establishment of a chapter library and emphasis placed upon the establishment of individual libraries by members are also effective activities. Some chapters purchase books, bulletins, and magazine subscriptions through group orders.

The plan of recognizing members for outstanding scholarship by nominating them for offices of responsibility and by posting honor rolls has been mentioned. Some chapters recognize outstanding scholars by presenting trophies, medals, certificates or material awards to the high "Green Hand" and high "Chapter Farmer," or to the A and B students in each group.

The scholastic records of chapter members are used by many chapters in determining the eligibility of members to make educational and recreational trips sponsored by the chapter. This method is undesirable in case it keeps a member at home who has earned a trip but does not have the aptitude for high scholastic attainment.

The relationship of high scholarship to leadership, supervised practice, and the other phases of the Future Farmers of America objectives is clearly understood. It is the responsibility of the local chapter to develop a program of activities which will be challenging to the members, and which will result in greater accomplishment in all areas of participation by the chapter members.

Clarence E. Bundy, Teacher Education,
Iowa State College



Achieving scholarship in the F.F.A.

JAMES WALL, Teacher, Waverly, Nebraska

PROBABLY "scholarship" is one of the most neglected divisions of the F.F.A. Program of Work. It is also probably true that no other division exerts greater influence upon the success of the organization than does scholarship.

Several possible reasons for neglecting this important division are: First, boys are hesitant to include scholarship activities in the program of work as they fear that anything dealing with scholarship might mean more work and study for them; second, it is difficult to find interesting activities that can be used; third, advisers have been slow to realize how tremendously important good scholarship is to the success of the organization.

Scholarship has played an important part in the success of the Waverly chapter. The Waverly chapter was one of the first chartered in Nebraska and has been continuously active since early 1929. Thirty-four boys have been promoted to the State Farmer Degree from Waverly. Thirty-four represents the largest number of promotions, to date, from any one school in the state. In Nebraska, one does not become a State Farmer unless his scholarship is rather high.

At present the Waverly F.F.A. has an active membership of seventy with forty-six of the members enrolled in high school. There are fifty-four boys in the Waverly high school.

Six of the active members serve on the scholarship committee. This committee, as do all other sub-committees of the program of work, meets once a month to discuss the activities for which they are responsible and to formulate plans for carrying them out. The accomplishment portion of our program of work indicates that four activities were planned and completed last year. This may seem to be a small number but our theory is that three or four

good activities, well done, will be more effective than a larger number poorly done.

Probably our most successful activity, the past year, has been a scholarship contest between the classes. The committee figures the average individual class grades for all subjects at the close of each six weeks period. A list showing each member's average grade is

made and posted on the chapter bulletin board. A graph, showing the class average for each period, is also made and posted. By consulting the list and graph a boy can observe at a glance how he rates with other members of his class and how his class ranks with the other classes.

A "T" shirt is awarded to the member of each class maintaining the highest general average for the year. An engraved plaque is presented to the boy having the highest average in the chapter. The awards are made at the annual father-son banquet.

During the past two years all Waverly F.F.A. officers who were seniors, have been promoted to the State Farmer Degree.

Another activity has been the awarding of a scholarship key each year to the senior boy who has maintained the highest general average throughout his high school course. The presentation is made during the annual commencement exercises.

Our scholarship activities have been beneficial not only to the chapter but also to the school. During the first semester of the present school year, no failures were recorded in vocational agriculture and the percentage of failures in other classes was very low. During a long basketball season, in which twenty-seven games were played, there was not a single case of ineligibility. In comparing the first six week period with the third six week period of the first semester, it was found that the class averages had been increased from one to three per cent.

Future Farmers of America

H. N. HANSUCKER

A.V.A. program preview

Wednesday morning, December 7. The role of vocational agriculture in life adjustment education will be the theme of the agricultural program for this half day. Dr. R. W. Gregory, Assistant Commissioner for Vocational Education, will lead off with an address on *Our Role in a Changing World*. A symposium will follow under the direction of Dr. Henry S. Brunner of Pennsylvania State College, who will be assisted by teachers of agriculture. Benjamin C. Willis, Superintendent of Schools, Yonkers, New York will address the group following the symposium. This meeting will be a joint meeting of the NVATA, supervisors and teacher trainers. A.V.A. Convention President, Louis Sasman, and L. E. Cross, President of the Teachers' Association, will extend welcomes.

Wednesday afternoon, December 7. Professor S. W. Warren of Cornell University will talk on *Getting Control of Forty Thousand Dollars*. This will be followed by a symposium led by

R. E. Naugher of the U. S. Office of Education. A panel discussion will conclude the afternoon program.

Thursday, December 8. Special breakfast and educational exhibits will occupy the time until 11:00 at which time a trip to Seabrook Farms some fifty miles from Atlantic City will be conducted. This tour will take in numerous points of interest to agricultural educators. It is made possible through the courtesy of the Sears-Roebuck Foundation.

Friday morning, December 9. Teachers will have a special session now being arranged by Mr. L. E. Cross, President of the NVATA. Another session devoted to research will be conducted in the morning. This program is being developed by W. Howard Martin, University of Connecticut. Additional details on the agricultural program for the A.V.A. will appear in subsequent issues of the magazine.

H. O. Sampson,
Program Chairman

Land laboratory a profitable resource

J. A. WIGLEY, Teacher, Huntsville, Alabama



J. A. Wigley

MOST F.F.A. chapters, like families seem always in need of money to provide the "extras."

The Riverton chapter, Huntsville, Alabama, has tried a long line of projects to raise such funds.

The most financially successful projects, however, have been those which also gave the students participating something worthwhile in by-products.

All teachers of vocational agriculture know how very important finances are to a successful F.F.A. program. A wide variety of activities is necessary to keep students interested. To take care of the incidental cost of participating in these numerous educational and recreational activities, some method of financing is absolutely necessary.

The Madison County, Alabama, Board of Education allocates no funds to take care of such expenses. Thus it has become the responsibility of the Riverton chapter to work out means for financing the program planned. As much as both boys and adviser would like to have some fund to rely upon without having to plan, scheme and work to raise money, there are nevertheless some advantages in the chapter having this responsibility.

The past eleven years at Riverton have proved that worthwhile teaching can be done in the process of determining chapter needs, plans for desired improvements, and types of money-raising activities.

During the past eleven years many things have been tried for raising money—putting on fair exhibits, barn dances, picture shows, selling magazine sub-

scriptions, candy store, carnivals, amateur and radio programs, and winter grazing demonstrations. All have served their purpose and some training was given with each activity.

The winter grazing demonstration is perhaps the most successful money making scheme yet tried.

Five years ago it was decided to put the two acre laboratory area into something practical and profitable. Winter grazing was beginning to be talked and practiced on a limited scale in the community. It was decided to plant it in crimson clover and put some hogs on it. The project netted about fifty dollars per acre. The chapter tried each year to profit by the mistakes made and to make improvements in the light of knowledge gained through experience and study. By the end of the third year the program netted one hundred dollars, per acre, the fourth year the pasture was carrying two calves and two pigs per acre for a labor income of \$166.41 per acre, and the past year, 1947-48 a labor income of \$207.68 per acre was made. This year 12 hogs and five calves were carried on two and one-half acres (the area being enlarged by one-half acre) of crimson clover and rye grass pasture.

Naturally the chapter made good use of the profits from the grazing demonstration, but the important thing is the transfer of learning and practice to the individual home farms. Present and former students and other people of the school area and county are now successfully carrying on winter grazing programs in conjunction with their regular farming operations. This particular project did more than raise money for the chapter. It brought numerous visitors to the pasture and caused students and farmers alike to realize the value of keeping their fields green in winter for additional farm income.



Winter pasture developed on land laboratory resulted in earning and learning.

F.F.A. and scholarship

E. H. FOREMAN, Teacher, Albany, Oregon



E. H. Foreman

SCHOLARSHIP Among its members is an asset to an F.F.A. chapter. Too often the vocational agriculture classes are the "dumping grounds" for principals and advisers who wish to get weak students into what they think are easier classes. Usually

this happens because student advisers and even the students themselves have been led to believe that vocational agriculture is a "snap" and that the weak students have a chance of making better grades in agriculture than in other courses. If this condition does exist in a school it may be misunderstanding rather than a true condition. In either case the situation can be corrected by proper planning and teaching, by tactfully informing students and advisers as to the true situation, or both.

The true situation usually to be found is that the instructor of vocational agriculture through his close contact with the F.F.A. members and their parents inspires interests and ideals which in turn make agriculture easier than classes in which the boys have less interest. A good adviser works in close harmony with other teachers in the school and if his chapter and classroom work is properly planned and executed he will not, as so often happens, be unjustly criticized for taking boys away from "regular" school activities. As a result there is better understanding of vocational agriculture and F.F.A. activities and in turn chapter members are more likely to receive the consideration and cooperation they deserve in their other classes. Of course, the results of his efforts depend upon the integrity, initiative, and discretion of the adviser.

In addition to close association and cooperation with school and community there are many varied means which can be used within the vocational agriculture and F.F.A. activities to encourage better scholarship among the members.

Members weak in other subjects are encouraged and helped by more adept members and the instructor in getting better work done in those subjects.

Every member is required to meet the standards set for athletic participation in the school before he may miss any class for an F.F.A. or vocational agriculture activity.

It must be remembered that complete information and encouragement must be given to members and that they must not be allowed to forget or to become complacent about F.F.A. and school activities, most of which in some way will involve scholarship.

Financing the chapter

K. W. LINDSAY, Teacher
Amelia, Virginia



K. W. Lindsay

FINANCING a chapter is probably the most important activity in the development of a challenging F.F.A. program. It would be hard to conceive of an F.F.A. chapter carrying out a comprehensive program of work that did not involve the spending of some money. A chapter with a well planned set of objectives, lacking in finances would be in about the same position as a shop equipped with electrical operated machinery, devoid of power to put it into operation.

There are numerous ways of procuring money to finance chapters. Methods which prove very successful in some communities may not be satisfactory in others. Each chapter must determine the methods that will be applicable and satisfactory in its community. The community service needs will be an important factor in determining the kind of financial projects that may be successfully sponsored.

Methods used in financing a chapter should be selected on the basis of the type of training and experiences which they will provide the chapter members in training them for their vocation. Often a comparatively easy way of earning money can be found that may have a tendency to destroy the attitudes and principles which we as teachers would like to see instilled into the boys. The sponsoring of certain types of carnivals, "chance programs," and types that do not provide a fair value in return for money spent should be ruled out.

It seems to me that methods of raising money to finance chapters should be such as to provide the members with wholesome worthwhile experiences such as:

1. The development of leadership
2. The development of skills
3. Business contacts
4. Experiences in selling and buying
5. The development of thrift habits
6. A service to the community or an individual
7. Activities involving experiences and training in cooperation
8. Experiences in planning and making investments
9. The application of classroom information

A few of the projects which the Amelia chapter has sponsored that have provided a source of income for the chapter and experiences of educational value to the members are:

1. *The Construction of Shop Articles*—Lawn sets, tables, magazine racks, and porch swings, are made in the shop and sold. These were constructed in assembly line-like method, with two boys doing one job until they become very efficient and then one boy on each operation moves on to another job leaving the other boy to train the new boy. In this way each boy develops skills in every operation, serves as an instructor, and always finds the work interesting.
2. *Repair of Farm Equipment*—Farm machinery repair jobs of various kinds are brought to the shop and left for the boys to repair or recondition with a reasonable profit above cost.
3. *Operation of Laundry*—A room was constructed adjacent to the cannery and cafeteria building and equipped with automatic washing machines. The laundry is available to the public and is used throughout the week. The patrons keep their own record on a nearby check and leave their money accordingly. This project has proved not only profitable but very popular.
4. *Feeding Pigs on Cafeteria Garbage*: Pigs are fed basically from garbage of the cafeteria, supplemented with grain furnished by the chapter members. This project provides experience in thrift, co-operation, and service.
5. *Growing and Marketing of Crops*: Corn, potatoes, and tomatoes have been grown and marketed as a chapter project which not only produced a nice income for the chapter, but served as a community demonstration for farmers in using seed, fertilizer, and good cultivation practices.
6. *Selling of Germicides, Insecticides*: These are bought at a special wholesale price and distributed at regular retail price.
7. *Spraying of Orchards*: Spray equipment was purchased by the chapter and used to spray fruit trees throughout the community for a small profit.

These are a few of the activities which the Amelia chapter has found very profitable and which have enabled it to earn sufficient income to be able to sponsor a program of work that has been recognized as making a real contribution to the development and progress of the community.

Ways and means are important

A. E. RITCHIE, Teacher, Hilliard, Ohio



A. E. Ritchie

WHEN F.F.A. boys decide on money raising activities, they should inform the local people of the purpose for which the money will be used. A community is more likely to get behind the F.F.A. boys and give them real support when they know

how constructively the money is used.

There are many ways of raising chapter funds, but are they all good?

A money-raising activity should be an educational experience. In addition it should represent good morals, provide for leadership, and be consistent with the purposes of the F.F.A.

A well planned chapter budget, the first step in the finance program, will serve as a guide for the amount of money needed to carry out the chapter's activities. The members can see what the funds will be used for and should be able to make a better decision concerning which money-raising activities to sponsor.

Two of our activities for raising funds are as follows:

1. *Selling hybrid seed corn and certified seed*: First this activity usually nets from one to one and one-half dollars per bushel for the chapter, or this amount may be pro-rated so much

for each member and the chapter. Most farmers in Ohio grow corn which provides a large market. Secondly, it is a real educational experience for the boys, as the farmer often asks questions about various varieties and most boys would rather not be embarrassed by lack of knowledge about them.

2. *Carrying out a scrap drive*: During the past few years this has been an excellent source of revenue since scrap prices have been high. In planning this activity the possibility of dividing members into geographical teams should be considered with each team electing a captain. Plans for canvassing each road should be made and awards made to the winning team. Since this provides for competition, several tons will soon be collected to swell the treasury.



Certified seed sales finance F.F.A.

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Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

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d—J. L. Dailey, Montgomery
as—L. L. Sellers, Auburn
as—H. F. Gibson, Auburn
as—T. L. Faulkner, Auburn
as—H. R. Culver, Auburn
as—B. P. Dilworth, Auburn
as—H. W. Owen, Auburn
t—S. E. Chismist, Auburn
t—R. W. Montgomery, Auburn
t—D. N. Bottoms, Auburn
t—W. A. Broyles, Auburn
sms—E. L. McGraw, Auburn
Nt—Arthur Floyd, Tuskegee
Nt—F. T. McQueen, Tuskegee
Nt—R. L. Donald, Tuskegee

ARIZONA

d—J. R. Oullison, Phoenix
d—W. W. Cline, Tucson
t—W. A. Schaefer, Tucson

ARKANSAS

d—J. M. Adams, Little Rock
d—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
d—T. A. White, Monticello
d—O. J. Seymour, Arkadelphia
d—J. A. Nives, Russellville
d—George Sullards, Jonesboro
t—Roy W. Roberts, Fayetteville
t—L. Van Shoptaw, Fayetteville
Nt—L. R. Gaines, Pine Bluff
at—A. G. Kirby, Pine Bluff

CALIFORNIA

d—Wesley F. Smith, Sacramento
d—B. J. McMahon, San Luis Obispo
d—B. R. Denbigh, Los Angeles
t—Howard F. Chappell, Sacramento
as—A. G. Rinn, Fresno
d—J. C. Gibson, Los Angeles
as—G. A. Hutchings, San Luis Obispo
as—W. K. Luther, San Jose
as—R. H. Pedersen, Fresno
as—J. Everett Walker, Chico
t—S. B. Starnes, Davis
t—E. M. Juergensen, Davis
t—H. H. Buringham, San Luis Obispo
sms—Geo. P. Cooper, San Luis Obispo
sms—J. L. Thompson, San Luis Obispo
sms—John D. Lawson, San Luis Obispo

COLORADO

d—E. C. Comstock, Denver
as—R. B. Bunker, Denver
as—Irvin C. Elliott, Denver
t—R. W. Canada, Ft. Collins
t—E. J. F. Early, Ft. Collins

CONNECTICUT

d—Emmett O'Brien, Hartford
t—H. L. Hahn, Hartford
t—W. Howard Martin, Storrs

DELAWARE

d—R. W. Heine, Newark
as—W. L. Morids, Dover
t—Paul M. Hodgson, Newark
Nt—Wm. R. Wynder, Dover

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as—Harry Wood, Tallahassee
t—W. G. Garra, Gainesville
t—W. T. Lofton, Gainesville
d—J. G. Smith, Gainesville
d—F. L. Northrop, Gainesville
d—T. L. Barrineau, Jr., Tallahassee
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conely, Tallahassee

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d—M. D. Mobley, Atlanta
as—T. G. Walters, Atlanta
d—George L. Martin, Tifton
d—C. M. Reed, Carrollton
d—J. N. Baker, Swainsboro
d—J. H. Mitchell, Athens
t—John T. Wheeler, Athens
t—R. H. Tolbert, Athens
t—G. L. O'Keller, Athens
t—W. R. Brown, Athens
sms—Ray V. Neal, Athens
sms—A. O. Duncanson, Athens
FFA—T. D. Brown, Atlanta
FFA—A. L. Morris, Atlanta
Nt—Alva Tabor, Fort Valley
Nt—S. F. Fugate, Swainsboro
Nt—B. Anderson, Fort Valley
Nt—McKinley Wilson, Fort Valley

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as—H. Coulter, Honolulu, T. H.
as—Riley Ewing, Honolulu, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO

d—William Kerr, Boise
as—Stanley S. Richardson, Boise
as—E. L. Lovell, Pocatello
t—H. A. Winner, Moscow
t—Dwight L. Kincaid, Moscow

ILLINOIS

d—Ernest J. Simon, Springfield
as—J. E. Hill, Springfield
as—J. R. Adams, Springfield

as—A. J. Andrews, Springfield
as—H. M. Strubinger, Springfield
as—P. W. Proctor, Springfield
as—H. R. Damisch, Springfield
t—H. M. Hamlin, Urbana
t—G. P. Deyoe, Urbana
t—J. N. Weim, Urbana
t—L. J. Phipps, Urbana
sms—Melvin Henderson, Urbana
sms—H. J. Rucker, Urbana
sms—W. H. Witt, Urbana

INDIANA

d—Deane E. Walker, Indianapolis
t—H. B. Taylor, Indianapolis
t—B. C. Lawson, Lafayette
t—Ralph Bantley, Lafayette
t—K. W. Kilts, Lafayette
t—H. W. Leonard, Lafayette
t—E. E. Clavin, Lafayette

IOWA

as—H. T. Hall, Des Moines
as—M. Z. Hendren, Des Moines
as—G. F. Barton, Des Moines
t—Barton Morgan, Ames
t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexsaur, Ames
t—C. E. Bundy, Ames

KANSAS

d—C. M. Miller, Topeka
t—L. B. Pollom, Topeka
t—A. P. Davidson, Manhattan
t—H. E. Kugler
t—L. F. Hall, Manhattan
it—Loren Whips, Manhattan

KENTUCKY

d—Watson Armstrong, Frankfort
as—E. P. Hilton, Frankfort
as—B. O. Moore, Frankfort
as—S. S. Wilson, Frankfort
as—Floyd Cox, Lexington
as—W. C. Montgomery, Frankfort
t—Carrie Hammond, Lexington
t—W. R. Tabb, Lexington
t—Stanley Wall, Lexington
Nt—P. J. Manly, Frankfort

LOUISIANA

d—J. R. Gamble, Baton Rouge
as—W. J. Parent, Baton Rouge
d—I. N. Carpenter, Baton Rouge
d—C. P. McVea, Baton Rouge
d—Gordon Canterbury, Baton Rouge
FFA—Delmar Walker, Baton Rouge
fms—Curtis Jacobs, Baton Rouge
Nt—M. J. Clark, Baton Rouge
Nt—C. H. Chapman, Baton Rouge
Nt—E. C. Wright, Baton Rouge
t—A. Larriere, Lafayette
t—A. LeBlanc, Lafayette
t—Roy L. Davenport, University
t—Malcolm C. Gaar, University
t—J. C. Floyd, University
t—Harry J. Brard, University

MAINE

d—Morris P. Cates, Augusta
as—John A. Snell, Augusta
as—Wallace H. Elliott, Orono

MARYLAND

d—John J. Seidel, Baltimore
as—Harry M. MacDonald, Baltimore
t—Arthur M. Ahal, College Park
Nt—Claud C. Marion, Princess Anne

MASSACHUSETTS

d—M. Norcross Stratton, Boston
t—John G. Glavin, Boston
t—Jesse A. Taft, Amherst
t—Charles F. Oliver, Amherst

MICHIGAN

d—Ralph C. Wenrich, Lansing
as—Harry E. Norman, Lansing
as—Luke H. Kelley, Lansing
as—E. A. Lightfoot, Lansing
t—H. M. Byran, East Lansing
t—H. Paul Swann, East Lansing
t—Raymond M. Clark, East Lansing
t—Guy Timmons, East Lansing
t—Raymond Garner, East Lansing

MINNESOTA

d—Harry C. Schmidt, St. Paul
as—G. R. Cochran, St. Paul
as—W. J. Kortemaki, St. Paul
as—M. J. Peterson, St. Paul
t—H. W. Kitts, St. Paul
t—W. T. Bjorkner, St. Paul

MISSOURI

d—Tracy Dale, Jefferson City
as—C. M. Humphrey, Jefferson City
d—J. A. Bailey, Jefferson City
Nt—J. N. Freeman, Jefferson City
d—John Moore, Mt. Vernon
t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
as—Joe Dusk, Columbia

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d—H. E. Mauldin, Jr., Jackson
as—A. P. Fatherree, Jackson
as—E. E. Gross, Hattiesburg
as—E. W. Holmes, Oxford
as—V. P. Winstead, Morton
as—T. V. Majure, Vicks
as—A. E. Strain, Long Beach
t—V. G. Martin, State College
t—J. F. Scoggin, State College
t—O. L. Snowden, State College
t—D. L. Williams, State College
as—A. E. Strain, State College
Nt—A. D. Fobbs, Alcorn
Nt—A. G. Gordon, Alcorn
Nt—R. H. Darden, Alcorn

MONTANA

d—Ralph Kneek, Bozeman
as—A. W. Johnson, Bozeman
as—Arthur B. Ward, Bozeman
t—R. H. Palmer, Bozeman
t—H. E. Rodeberg, Bozeman

NEBRASKA

d—G. F. Liebenowder, Lincoln
as—L. D. Clements, Lincoln
as—H. W. Deema, Lincoln
t—C. E. Rhoad, Lincoln
t—C. C. Minter, Lincoln
fms—M. G. McCright, Lincoln

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d—Donald C. Cameron, Carson City
t—John W. Buntin, Carson City

NEW HAMPSHIRE

d—Walter M. May, Concord
t—Philip S. Barton, Durham

NEW JERSEY

d—John A. McCarthy, Trenton
as—H. O. Sampson, New Brunswick
as—O. E. Kiser, New Brunswick
as—W. H. Evans, New Brunswick

NEW MEXICO

t—L. C. Dalton, State College
t—Carl G. Howard, State College
as—J. L. Perrin, State College

NEW YORK

d—A. K. Getman, Albany
as—R. C. S. Sutliff, Albany
as—W. J. Weaver, Albany
as—J. W. Hatch, Albany
as—A. E. Champlin, Alfred
t—Roy A. Otney, Ithaca
t—R. E. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—W. R. Kunsola, Ithaca

NORTH CAROLINA

d—J. W. Smith, Raleigh
as—Roy H. Thomas, Raleigh
FFA—R. J. Peeler, Raleigh
as—E. N. Meekins, Raleigh
as—J. M. Otteen, Rockingham
as—H. H. Stafford, Asheville
as—T. B. Elliott, Woodland
as—N. B. Chemsutt, Whiteville
t—Leon E. Cook, Raleigh
t—L. O. Armstrong, Raleigh
t—K. C. Coggin, Raleigh
t—F. A. Nylund, Raleigh
Nt—S. B. Simmons, Greensboro
Nt—C. E. Dean, Greensboro

NORTH DAKOTA

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as—Ernest L. DeAlton, Fargo
as—Shubel D. Owen, Fargo
as—Winston H. Dolve, Fargo

OHIO

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as—Ralph A. Howard, Columbus
as—W. G. Weiler, Columbus
as—E. O. Bolander, Columbus
as—P. J. Rubie, Columbus
as—D. R. Purkey, Columbus
as—Ralph E. Bender, Columbus
as—W. F. Stewart, Columbus
as—Harold G. Kenestrick, Columbus
t—R. J. Woodin, Columbus
fms—A. C. Kennedy, Columbus
t—Ray Fife, Columbus

OKLAHOMA

d—J. B. Purky, Stillwater
as—W. R. Felton, Stillwater
as—Byrle Kilian, Stillwater
as—Hugh D. Jones, Stillwater
as—Cleo A. Collins, Stillwater
as—Benton F. Thomsan, Stillwater
FFA—Tom Daniel, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
Nt—D. C. Jones, Langston

OREGON

d—O. I. Paulsen, Salem
as—Ralph L. Morgan, Salem
t—H. H. Gibson, Corvallis
t—Henry Ten Pas, Corvallis

PENNSYLVANIA

d—Paul L. Cressman, Harrisburg
as—H. C. Fetterolf, Harrisburg
as—V. A. Martin, Harrisburg
t—Henry S. Brunner, State College
t—William F. Hall, State College
t—C. S. Anderson, State College
t—David R. McClay, State College
t—Glenn Z. Stevens, State College

PUERTO RICO

d—L. Garcia Hernandez, San Juan
as—Nicholas Mendes, San Juan (on leave)
as—Samuel Molinary, San Juan (acting)
as—Rafael Muller, San Juan
as—Juan Acosta Henricques, San Juan
as—Frederico Carbonell, San Juan
as—Juan Melendez, Cayey
as—Gregorio Mendes, Arecibo
as—Nicolas Hernandez, Aguadilla
t—Juan Robles, Mayaguez

RHODE ISLAND

as—Evelyn L. Austin, Providence

SOUTH CAROLINA

d—Vard Peterson, Columbia
as—R. D. Anderson, Columbia
as—W. E. Gore, Columbia
as—W. M. Mahony, Honos Path
as—W. R. Carter, Walterboro
as—F. L. Barton, Charleston
d—C. G. Zimmerman, Florence
t—J. B. Monroe, Clemson
t—B. H. Stribling, Clemson
t—F. E. Kirkley, Clemson
t—W. C. Bowen, Clemson
t—T. A. White, Clemson
Nt—Gabe Buckman, Orangeburg
Nt—E. M. Keyes, Orangeburg

SOUTH DAKOTA

d—H. R. Freeman, Pierre
t—Stanley Sundet, Brookings

TENNESSEE

as—G. E. Freeman, Nashville
as—J. W. Brimm, Nashville
as—J. W. Garney, Nashville
as—L. L. Sparks, Nashville
as—R. N. Parks, Gallatin
as—A. L. Carpenter, Knoxville
as—H. C. Colvett, Jackson
t—N. E. Fitzgerald, Knoxville
t—R. S. Wilson, Knoxville
t—R. W. Beamer, Knoxville
t—M. M. Clendenen, Knoxville
sms—A. J. Faulstich, Knoxville
t—E. B. Knight, Knoxville
Nt—W. A. Flowers, Nashville
Nt—H. L. Taylor, Nashville

TEXAS

d—W. E. Lowry, Austin
as—Robert A. Manire, Austin
as—R. Lano Barton, Austin
as—George H. Hurt, Austin
as—O. T. Ryan, Lubbock
as—Fanny Stewart, Commerce
as—C. D. Parker, Kingsville
as—A. B. Childers, Mart
as—O. M. Holt, College Station
as—W. E. Williams, Alpine
as—J. B. Payne, Stephenville
as—L. I. Samuel, Arlington
as—J. A. Marshall, Nacogdoches
as—T. R. Rhodes, Huntsville
as—R. E. Alexander, College Station
t—Henry Rose, College Station
t—W. W. Melroy, College Station
sms—W. A. Sherrill, College Station
t—J. L. Moss, Huntsville
t—Ray L. Chappelle, Lubbock
t—T. L. Leach, Lubbock
t—R. V. Burks, Kingsville
t—E. V. Walton, College Station
t—R. H. Morrison, Huntsville
t—F. B. Wises, Kingsville
t—L. M. Harrgrave, Lubbock
t—Feral M. Robinson, Huntsville
it—Ray Epps, Huntsville
sms—Kyle Lettwith, Huntsville
Nt—E. M. Norris, Prairie View
Nt—O. J. Thomas, Prairie View
Nt—E. Collins, Texarkana
Nt—S. E. Palmer, Tyler
Nt—Gus Jones, Caldwell
Nt—Wardell Thompson, Prairie View
Nt—Paul Rutledge, Palestine

UTAH

d—Mark Nichols, Salt Lake City
as—Elvin Downs, Salt Lake City
t—L. R. Humphrey, Logan

VERMONT

d—John E. Nelson, Montpelier
as—C. D. Watson, Burlington
as—R. R. Cushman, Burlington
t—James E. Woodmill, Burlington

VIRGINIA

d—Richard N. Anderson, Richmond
as—F. B. Cole, Richmond
as—R. E. Bass, Richmond
as—T. B. Dowling, Ivor
as—W. R. Emmons, Boykins
as—Cabel Love, Blacksburg
as—W. R. Legge, Winchester
as—J. C. Green, Powhatan
as—W. C. Dudley, Appomattox
as—J. A. Hardy, Pulaski
Nt—C. B. Jester, Martinsville
t—H. W. Sanders, Blacksburg
t—T. J. Horne, Blacksburg
t—C. E. Richard, Blacksburg
t—C. S. McLearen, Blacksburg
t—B. C. Bass, Blacksburg
fms—T. J. Wakeman, Blacksburg
fms—E. G. Thompson, Blacksburg
Nt—J. R. Thomas, Petersburg
Nt—A. J. Miller, Petersburg
Nt—R. W. Watson, Petersburg

WASHINGTON

d—H. G. Halstead, Olympia
as—Bert L. Brown, Olympia
as—M. C. Knox, Olympia
as—H. M. Olsen, Olympia
as—J. W. Evans, Olympia
as—E. M. Webb, Pullman
as—Oscar Loren, Pullman
fms—Dave Hartson, Pullman

WEST VIRGINIA

d—John M. Lows, Charleston
as—H. N. Haneucker, Charleston
as—S. D. McMillen, Charleston
t—D. W. Parsons, Morgantown
t—R. C. Butler, Morgantown
Nt—W. T. Johnson, Institute

WISCONSIN

d—C. L. Greiber, Madison
as—Louis M. Searman, Madison
t—J. A. James, Madison
it—D. C. Ashtether, Madison
it—Clarence Bonneck, Madison
t—V. E. Nylin, Platteville
t—J. M. May, River Falls
d—W. E. Nylin, Platteville
as—Percy Kirk, Chenequa
t—Jack Reck, Laramie

